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ABSTRACT

This document consists of two booklets, one for teachers and one for students. These booklets are part of the Elementary School Program of Junior Achievement, Inc. where students learn about their roles as individuals, workers, and consumers. The booklets are designed to provide practical information about businesses and the main occupations found in those businesses in a typical city. A master list of materials needed and suggestions on how to conduct each lesson are included. The lessons include: (1) "Inside Cities"; (2) "Building a City"; (3) "Dining Out"; (4) "Making Headlines"; and (5) "You Can Bank on It." The student materials are accompanied by: a letter to parents; a city zoning worksheet for lesson 1; a blueprint worksheet and building templates for lessons 2-4; sample menus and worksheet for lesson 3; game cards for lesson 5; a "Junior Journal"; and a "Certificate of Achievement." (EH)

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Junior Achievement®

Guide for Consultants and Teachers

OUR CITY®

SO 028 823

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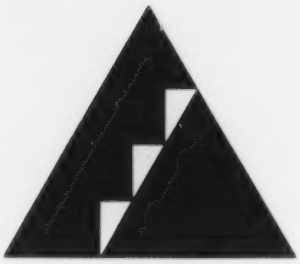

Junior Achievement®

Guide for Consultants and Teachers

OUR CITY®

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Foreword

Junior Achievement Inc. is a not-for-profit organization financed by over 100,000 businesses, foundations, and individuals. The purpose of Junior Achievement is to educate and inspire young people to value free enterprise, understand business and economics, and be workforce ready.

Since its founding in 1919 by Horace A. Moses, president of Strathmore Paper Company (Springfield, Massachusetts), Junior Achievement has contributed to the business and economics education of young people in 3,300 communities in the United States and other countries. In the United States, over 57,000 volunteers present Junior Achievement programs each year.

Junior Achievement programs for kindergarten through grade 12 include the following:

- **The Elementary School Program** is an economics and business curriculum for students in kindergarten through grade six. Participants learn about the roles they play as individuals, workers, and consumers. Through lively discussions and activities, the students discover how basic economic concepts apply to their lives—today and in the future. Like Junior Achievement's other programs, the Elementary School Program is presented by Junior Achievement volunteers, with support from classroom teachers.

- **The Middle Grades Program** is an in-school, economics and business curriculum for seventh-, eighth-, and ninth-grade students. It is organized around three major themes: *Personal Economics*, *Enterprise in Action*, and *The International Marketplace*. A business volunteer, who is a role model for the students, presents eight to 10 activities on one theme.

- **Economics** is an in-school, one semester course introducing economics to high school sophomores, juniors, and seniors. The students use a textbook, a study guide, and computer software developed and produced by Junior Achievement. Theoretical concepts are enriched by the experience of organizing and operating a "student company," by a computer management simulation, and by weekly visits from a business volunteer.

- **The Company Program**, the original Junior Achievement program, provides high school students with practical business experience through the organization and operation of a business enterprise. With the assistance of business volunteers, the students gain insights into the complexities and rewards of the American economic system.

- **The Company Masters Program** provides an opportunity for students to extend their Junior Achievement learning experience. Through a simulation, students solve business problems and develop business leadership skills.

All Junior Achievement programs are field tested in classrooms and updated in response to comments from teachers, students, and consultants. Each program is evaluated by an independent research firm. The results of these evaluations are used to revise and improve the instructional materials.

Junior Achievement Inc.
One Education Way
Colorado Springs, CO 80906

Program Overview

The Elementary School Program shows elementary school students the relevance of education to the workplace through a sequential business and economics curriculum. Its sequential approach helps the students understand their economic world and prepares them for academic learning and lifelong achievement. With a variety of hands-on activities delivered by a volunteer role model, students will better understand the relationship between what they learn in school and their successful participation in our economy.

Themes

The Elementary School Program is built on major organizing concepts appropriate for the elementary grades. The students will learn business and economic concepts and skills at each grade level that build on those taught in preceding grades. The illustration below shows the roles of the students, the context in which these roles are played, and the skills needed for successful participation in the free enterprise system.

Three important roles we assume in order to become contributing members of society are those of INDIVIDUAL, WORKER, and CONSUMER. The individual develops personal characteristics including a sound self-concept, taking responsibility, cooperating with others, and setting personal goals. The worker learns the value and importance of work, kinds of work people do, and employers' expectations. The consumer decides how to allocate scarce resources.

The framework in which these roles are carried out is the community. The community is an ever-expanding environment in which the students move from the immediate, concrete environment to a more global, abstract environment.

The skills needed to successfully operate within the economy are represented by DECISION MAKING and WORKFORCE READINESS. The decision-making skills represent a logical analysis of economic issues. Workforce-readiness skills represent those skills which enable the worker to adapt to workplace demands and expectations.

Goals

Our City is designed to provide practical information about businesses and the main occupations found in those businesses in a typical city.

The goals of *Our City* are to

- supplement the elementary social studies curriculum with business and economics-related skills and concepts.
- help the students discover a variety of occupations.
- help the students identify what types of businesses can be found in a typical city.
- increase the awareness level of the students on the types of workers businesses require.
- develop the students' understanding of how workers apply their skills to their jobs.
- heighten the students' awareness of the contributions of businesses to a city.
- make the students aware of the importance of education for future career development.

Dear Consultant:

Junior Achievement appreciates the commitment you have made to the program's success. We are certain you and your students will find this program to be an informative, worthwhile, and enjoyable experience.

Program Materials

Each kit contains the materials you will need to successfully conduct the program. Please review all of the materials, and call your local Junior Achievement office if your kit is incomplete.

Guide for Consultants and Teachers

Each kit contains two guides. The guide for the teacher is in the Teacher Envelope. The guide's features are designed to keep your preparation time minimal.

Master List of Materials–The program requires that students use hands-on materials, so you will need to spend some time reviewing and organizing the materials prior to most classes. For your convenience, a master list of materials is provided.

Pre- and Post-program Questionnaire–Use before and after the series of activities to determine the level of student understanding.

Symbols–The For the Teacher symbol indicates that the information is primarily for the teacher, but consultants also may use the materials and teaching ideas.

The symbol indicates options for delivery.

Activity Plans

Overview–A summary of the activity is provided for consultants and teachers.

Objectives–Learning outcomes state skills and knowledge students will gain from each activity.

Preparation–Tips for getting ready for each session are provided here.

Time–Average time for the activity is 35 minutes.

Vocabulary–A list of the vocabulary words introduced in the activity is provided here. To ensure students' success, the teacher should review the vocabulary words with the students before each activity.

Materials–This section lists the materials needed for the activity. Supplementary materials may not be provided.

Presentation–This detailed script guides consultants through the activity and discussion, ensuring a smooth presentation of objectives. Margin notes suggest alternative strategies and give recommended time guidelines.

Summary and Review–Consultants are encouraged to reemphasize objectives before concluding each session.

Setting Personal Goals–In this section the students are encouraged to relate the activity to education goals and career opportunities.

For the Teacher *Junior Journal Follow Up*–Teacher-directed activities designed to reinforce the concepts and skills presented in the activity.

For the Teacher *Interdisciplinary Activities*–Teacher-directed activities that can extend student learning.

Certificates and Pins

Certificates of Achievement and Achievement pins for the students have been included in the kit to recognize their participation in the program. You will need to obtain an up-to-date class list from the teacher in order to complete the certificates. Please make sure you have signed each certificate and correctly spelled each student's name.

Plan with the teacher for the most effective way to distribute the certificates and/or the pins, and encourage the students to show them to their families.

Teacher Envelope

Included in your kit is an envelope that contains 1 Guide for Consultants and Teachers, 30 Letters Home, 30 Junior Journals, and 1 Comments form. Be sure to give the envelope to the teacher during your observation visit.

Preparing for Class

Schedule a class visitation and planning session with the teacher. Both visits will help you to determine the school's particular goals and objectives for the program and to learn the students' interests or needs. Discuss your program objectives with the teacher, and ask him or her about activities the students enjoy the most, their general abilities, and tips for classroom management. Give the teacher the Teacher Envelope.

Observing the Students

When you visit the classroom, remember what it was like to be in elementary school. What were your interests? What occupied your thoughts and time? How did you feel about yourself? How did you feel about adults? What were your friends like? Who were your favorite teachers? Why? How were you and your friends the same? How were you different?

It's true times have changed since you were in school, and so have the students. But not as much as you might think! If you take a few moments to answers these questions, you will be well on your way to understanding many of the students in your class.

While you are visiting the classroom, take note of the following:

- How many students are there? Knowing this will help you decide how to divide the class into small groups.
- How does the teacher encourage orderly participation? For example, do the students raise their hands? How does the teacher handle interruptions?
- What does the teacher do to make each student feel important and at ease? Is there anything you would do differently?
- Does the classroom have a clock, or will you need to bring a watch?
- Where can you display posters and visuals? Will you need tape or push pins to display them?
- How is the room arranged? Will you need to move desks or chairs for any part of your presentation?
- Will you be able to count on the teacher's help? Do you see any potential problems with your presentation or with the class? Try to discuss your observations with the teacher.

The most striking aspect of your class will be the wide variation in student ability, maturity level, and interests. In fact, you will quickly discover that your students have critical social, personal, and academic needs. That is one good reason for you to approach them with sincerity and respect. Learn their names, and compliment them to encourage their participation. When appropriate, award prizes such as cookies or candy (if permitted) or novelty items imprinted with your organization's logo. Finally, relate the activities to their current and future needs; personalize everything!

Meeting With the Teacher

While you have the primary responsibility for presenting the program, the teacher is crucial to the program's success. If this is your first visit with the teacher, give him or her the Teacher Envelope. Together with the teacher, scan the overview and objectives for each activity.

Ask the teacher:

- To describe the students' interests and abilities.
- To give you ongoing feedback on how to communicate effectively with the class.
- To review or introduce concepts to prepare the students for your visits.
- To stay in the classroom during your presentations to assist and discipline the students, when needed.
- To explain school policies and communicate any schedule or calendar changes to you. (Be sure to exchange phone numbers should either of you need to contact the other outside of class.)
- To help you acquire audiovisual equipment, if needed, and assist with field trip plans, when appropriate.

Reviewing the Activities

After you have observed the students and met with the teacher, you will have the background knowledge you will need for your class visits. The steps that follow may further help you plan your visits.

1. Read each activity plan and related student materials.
2. Review the objectives. Do they complement your goals?
3. Read the preparation requirements. Will you have enough time to gather the materials?
4. Visualize yourself presenting the activities. Decide whether the presentations need to be modified to suit your style.
5. Depending on your style and the students' interest and abilities, activities may take more or less time than expected. Overplan, but know how you can abbreviate an activity, if needed.
6. How can you enrich activities by drawing on your own experiences? Develop examples that are relevant to your class.

Teaching Techniques

- ▲ Arrive early, but don't interrupt the class in session.
- ▲ Wear your business attire.
- ▲ Be enthusiastic and friendly. Use the students' names. They will consider this a sign of respect and personal interest. Reusable table tents on which the students can write their names are included in each kit.
- ▲ Be yourself. Tell the students about your early aspirations and how you got your current job. Don't let any skepticism or indifference from the students dampen your enthusiasm.
- ▲ Don't lecture for more than five to 10 minutes, and review the main points you wish to make. Use examples of your own experiences or those of the students, and avoid any use of ethnic or gender stereotypes.
- ▲ Invite questions from the students and ask them questions to keep them involved and active. Give clues if the students don't respond, but don't answer your own questions. Try to involve as many students as possible, and occasionally call on students who have not raised their hands.
- ▲ Use language the students can understand, but don't talk down to them.
- ▲ At the beginning of the session, state the behavior you expect from the students. Reinforce this by praising examples of good behavior: "I really like the way Bobby is sitting up and listening."
- ▲ Elementary school students will usually be very excitable and talkative. To get them to quiet down:
  - let them know they must raise their hands before they speak;
  - tell them they are being too loud, then wait until they are quiet to go on;
  - encourage them to listen to others;
  - speak to them in a quieter voice;
  - stop speaking until they settle down;
  - use the term "all eyes on me."
- ▲ Never criticize a student's questions. All questions deserve an honest response. If you don't know an answer, offer to find it.
- ▲ Avoid criticizing or rejecting wrong answers from the students. Instead, continue to guide students to the answer by clarification.
- ▲ Give general instructions before dividing the class into small groups.
- ▲ Circulate among small groups to answer questions and make sure the students are on task.
- ▲ Know the school's policies regarding visitors.
- ▲ Seek the teacher's advice; respect the teacher's authority and expertise in the classroom.
- ▲ Leave discipline to the teacher.
- ▲ Tailor your presentation to meet the needs of the students and the teacher.
- ▲ In any contact with students be sure the teacher, another school-sanctioned adult, a local Junior Achievement staff person, or the student's parent or guardian is present.
- ▲ Review the above tips often. But know that you'll be remembered because you cared about, were prepared for, and shared with the students.

Answers to the Pre- and Post-program Questionnaire

1. a. Construction
   b. Newspaper
   c. Restaurant
   d. Newspaper
   e. Restaurant
   f. Construction
   g. Construction
   h. Restaurant
   i. Newspaper
   j. Construction
2. True
3. So we can know what is going on in our city and the world. (Answers will vary.)
4. Type of food
   Type of music
   How many people you will feed
   Hours you will stay open
   The location of your restaurant
   The name of your restaurant
   What workers you will need
5. So that I will be successful in my new business. (Answers will vary.)

Master List of Materials

Listed below are the materials needed for *Our City*. Quantities are based on a class of 30.

Quantity	Item	Activity		
		1	2	3
1	Guide for Consultants and Teachers	•	•	•
1	Teacher Envelope (1 Guide, 30 Junior Journals, 30 Letters Home, 1 Comments form)	•	•	•
30	Table tents	•	•	•
1	Floor map	•	•	•
30	Pencils (not in kit)	•	•	•
1	Junior Achievement banner	•	•	•
30	City Zones worksheets	•		
1	City Zones poster	•	•	•
30	Buildings		•	•
30	Blueprint worksheets		•	
1	Sample blueprint		•	
30	Rulers		•	
30	Steps to Success worksheets			•
30	Sample Menus			•
1	Newspaper Layout			
1	Local newspaper (not in kit)			
30	Article forms			
1	How to Be a Great Reporter poster			
30	You Can Bank on It worksheets			
1	Mystery Guest game			
3	Mystery Guest table tents			
30	Certificates of Achievement			
30	Achievement pins			
1	Comments form	•	•	•

Name: _____

1. Where are these jobs found? Draw a line from each job to the correct business.

a.	electrician	Restaurant	
b.	typesetter		
c.	dishwasher		
d.	reporter	Newspaper	
e.	waiter		
f.	carpenter		
g.	plumber		
h.	cook	Construction	
i.	editor		
j.	painter		

2. A city planner helps plan where to build a new school.
Draw a circle around the correct answer.

True False

3. Why are newspapers important? Write your answer on the line below.

_____

4. What decisions do you need to make if you want to start a new restaurant?
Draw a circle around the correct answers.

type of food	type of music	how many people you will feed	hours you will stay open
the location of your restaurant	the name of your restaurant	what workers you will need	

5. Why is it important to plan before you start a new business? Write your answer on the lines below.

_____

_____

INSIDE CITIES

OVERVIEW

The students recognize that a city is a place where people live, work, and play. They become aware of the importance of city planning to the economic development of a city.

OBJECTIVES

The students will:

- define a city as a place where people live, work, and play;
- discuss the importance of city planning in guiding economic development; and
- identify jobs within a city.

PREPARATION

Review the activity and the list of materials. See page 12 for a copy of the City Zones poster.

Discuss the activity with the teacher. Ask the teacher where you can display the City Zones poster and the Junior Achievement banner.

Bring a city map and/or photographs of your city to show as examples. Students might enjoy finding their school or neighborhood on the map.

Ask the teacher to have the students write their names on the table tents and place them on their desks before you arrive.

The Junior Journal is designed to be a teacher-directed activity. Before the program starts, give the Teacher Envelope to the teacher. The envelope contains 1 Guide for Consultants and Teachers, 30 Junior Journals, 30 Letters Home, and 1 Comments form.

VOCABULARY

The following words may be new to the students:

business	**multipurpose**
city	**municipal**
farming	**residential**
industrial	**zone**

TIME

35 minutes. Ask the teacher to help you watch the time.

MATERIALS

- 30 table tents
- 1 floor map
- 30 pencils (not in kit)
- 30 City Zones worksheets
- 1 City Zones poster
- 1 Junior Achievement banner

PRESENTATION

Introduction

10 minutes

Get to know the students. Tell them your name and what you do or where you work. Use words that are easy for students at this age to understand. Tell them how many times and when you will be visiting them. Tell them something special about yourself and something special you remember about your first years in school. Give an example of how school has made a difference in your life.

Ask the students if they can describe a **city**. Encourage them to talk about what they might find in a city (tall buildings, a lot of people, businesses, etc.). Write their ideas on the chalkboard.

A **city** is a place where a lot of people live, work, and play. It typically has a lot of businesses.

Talk about a city as a place where people live, work, and play. It typically has a lot of businesses.

Explain to the students that over the next few sessions you will discuss cities and job opportunities in a typical city. Tell them that today they will learn about **municipal** workers (people who work for the city) and **zones** (areas set aside in a city for certain purposes).

Municipal describes things that relate to a city or town or its government.

Explain to the students that municipal workers are needed to help make cities run smoothly. Choose a few jobs from the list below and write them on the chalkboard. Be sure to list the city planner. Ask the students if anyone can tell you what each person does. Median salary source: *Occupational Outlook Handbook*, U.S. Department of Labor, Bureau of Labor Statistics, May 1994.

A **zone** is an area set aside for a certain purpose. Although this exercise uses simple zone names, the zones in your area may be different. If your city is not zoned, point out to the students that some cities are zoned.

- City Planner - $20.00 per hour
  decides the best use for city land
- Firefighter - $16.00 per hour
  protects the public against the danger of fires
- Local Transit Bus Driver - $10.00 per hour
  makes several trips a day over the same city streets
- Mayor - little or nothing to $37.00 per hour
  runs the city
- Police Officer - $15.00 per hour
  maintains law and order
- Public Librarian - $11.00 per hour
  helps people find information from printed and other materials
- Recreation Worker - $7.00 per hour
  organizes and leads programs and watches over recreational facilities and equipment

Explain that each of these people has a special job, but together they help make the city run smoothly. To help the students better understand the roles of municipal workers, ask:

- Why does a city need municipal workers?
  Encourage the students to see that cities need workers who will maintain law and order, protect against fire danger, lead recreational programs, provide transportation, etc.

- Why do we need all these special people?
  Encourage the students to see that it takes a lot of special people to make a city work and that we depend on these people for their skills.

Explain that another person who works for the city government is the city planner. Ask the students to tell you what they think a city planner does. Allow time for several students to respond. Review with the students the importance of a city planner to the development of a city. A city planner is someone who decides through careful study what types of buildings should go where in the city. City planners help plan for a city's growth and development. Tell the students that some decisions a city planner must make include:

- where to put new houses and apartments,
- where new businesses should go,
- where to build new schools, and
- when and how highways or streets should be widened.

Use local examples to help relate a city planner's job to the students. Remind the students that it takes a lot of study to determine the best location for a business.

20 minutes

Activity

Tell the students you have a special treat for them today. Display the City Zones poster and attach the floor map to a wall so that all the students can see it. Using a long pointer, point to the lake, trees, railroad tracks, streets, etc.—the major landmarks. Using the key, point to the zones—**business, farming, industrial, and residential**. Briefly explain what the students will find in each of these zones. Be sure the students understand that not all cities have zones. Some cities have multipurpose zones.

A **business** zone is an area suitable for stores and offices.

A **farming** zone is an area to cultivate or produce a crop.

An **industrial** zone is an area where goods are produced on a large scale.

A **multipurpose** zone is an area where many types of buildings are located.

A **residential** zone is an area suitable for homes.

A *business zone* may have office buildings, stores, banks, and government buildings.
A *farming zone* may have farmhouses, barns, silos, and grain elevators.
An *industrial zone* may have factories, warehouses, power plants, and construction companies.
A *multipurpose zone* may have schools, libraries, auto repair shops, stores, and other small businesses.
A *residential zone* may have single-family homes, apartment buildings, and townhomes.

Point to the City Zones poster. Ask the students to look at all the different photographs. Call on a few students to tell the class where the best zones would be for the buildings in the photographs. Point to the zones on the map as the students give their answers. Ask the students what clues in the photographs helped them decide where to place the buildings.

Ask the teacher to assist you.

Distribute a City Zones worksheet to each student. Tell the students to take out their pencils. Read the directions and work through the worksheet with the students. Move around the room and help the students as they need it. Ask them to write their names on their worksheets and tell them that they can take them home.

5 minutes

Summary and Review

Leave materials with the teacher for students who are absent today.

Ask the students to think about who makes a city work. Ask them what would happen if a city had no municipal workers. Tell them to look at several different buildings on their way home from school and think about why the city placed the buildings in those particular zones.

Have the teacher save the table tents for the next activity. Tell the students when you will return and that next time they will learn about jobs in the construction business.

Setting Personal Goals

Remind the students that a city planner's job requires a college degree and training. Also, city planners don't just plan cities. As cities grow, they need to decide how the city will change, such as whether new schools are needed and where they should be built. They have to determine if streets need to be widened because there is too much traffic. Encourage the students to see the relationship between municipal jobs and what they learn in school.

For the Teacher

Junior Journal Follow Up

The activity on page 1 of the Junior Journal is designed as a follow up to *Inside Cities*. Answers: industrial, residential, farming, and business.

Interdisciplinary Activities

Language Arts

- Together with the students, read *Maps: Getting from Here to There* by Harvey Weiss (Houghton). This book provides instructions for making maps and effectively introduces maps, their components, and purposes.
- Together with the students, read *Window* by Jeannie Baker (Greenwillow), a story of how a country home becomes a city home.

Geography

- On a map of your city, have the students trace routes to school, a relative's house, or City Hall.

History

- Locate dated photos of your city to show the students. Ask them if they can identify the places shown and discuss how the area has changed.

Field Trip/Resource Speaker

- Arrange for a city bus to take the students on a field trip to a local museum or monument. The field trip also could be a tour of the city. Students could look at a map, plan a route, and then see what buildings are along the route they planned.
- Invite a city planner or other city employee to tell about his or her job.

BEST COPY AVAILABLE

BUILDING A CITY

OVERVIEW

The students examine the role of a carpenter and become aware of jobs within the construction business.

OBJECTIVES

The students will:

- understand the importance of the construction business to a city's economy,
- recognize the skills a carpenter needs, and
- identify jobs within the construction business.

PREPARATION

Review the activity and the list of materials. Check with the teacher to be sure the students know how to use rulers. Decide whether the students will first build the buildings or complete the Blueprint worksheet.

Discuss the activity with the teacher. Ask him or her where to place the floor map and the finished buildings for the remainder of your visits.

You may want to bring a real blueprint as a visual aid.

Display the City Zones poster and the Junior Achievement banner. Use the table tents from the previous activity.

VOCABULARY

The following words may be new to the students:

blueprint	**quality**
construction	**scale**

TIME

35 minutes. Ask the teacher to help you watch the time.

MATERIALS

- 30 table tents
- 30 buildings
- 30 Blueprint worksheets
- 1 City Zones poster
- 1 floor map
- 1 sample blueprint
- 30 rulers
- 30 pencils (not in kit)
- 1 Junior Achievement banner

PRESENTATION

10 minutes

Introduction

Mention how glad you are to be back with the students today. Tell the students that today they are going to design their own city. It will be up to them to decide where to place the buildings.

Review the floor map and the City Zones poster. Ask the students if they remember the different types of zones and which buildings are located in them.

Option A
1. Build buildings
2. Blueprint worksheet

Option B
1. Blueprint worksheet
2. Build buildings

Construction is the process of putting something together.

Tell the students that today they are going to learn about one of the businesses in a city—the construction business. They will build the buildings where we live, work, and play. Define the word **construction** as the process of putting something together.

Explain to the students that many workers are needed to build buildings. Choose a few jobs from the list below and write them on the chalkboard. Be sure to list the carpenter. Ask the students if anyone can tell you what each person does. Median salary source: *Occupational Outlook Handbook*, U.S. Department of Labor, Bureau of Labor Statistics, May 1994.

- Accountant - $26.00 per hour
  manages the money
- Architect - $17.00 per hour
  designs the building
- Carpenter - $11.00 per hour
  builds the frames for walls, ceilings, floors, and windows; makes cabinets
- Construction Manager - $36.00 per hour
  guides the building process
- Electrician - $14.00 per hour
  installs wire and lighting fixtures
- Inspector - $15.00 per hour
  ensures compliance with building codes, zoning regulations, and construction specifications
- Painter - $10.00 per hour
  paints interior and exterior of building
- Plumber - $19.00 per hour
  installs pipes and plumbing fixtures
- Roofer - $8.00 per hour
  puts the roof on the building

Explain that each of these people has a special job, but together they construct buildings. To help the students better understand the role of the construction business, ask:

- Why does a city need construction businesses?
  Encourage students to see that cities need houses and apartments; buildings for businesses; and buildings like theaters, sports stadiums, and other places to have fun.

- Why do we need all these special people?
  Encourage students to see that it takes a lot of special skills to construct a building, and we depend on these people for their skills.

Use local examples of construction sites to help relate construction workers' jobs to the students. Remind the students that it takes team work to build a building.

Activity

20 minutes

Option A—Start here.

Explain that today they are going to be carpenters. Say that a carpenter is a person who builds things made of wood. Add that a carpenter's job requires a lot of skill, and he or she must follow directions closely. Ask them to look around their classroom and see if they can find the jobs a carpenter did to build or to put together the room.

A **blueprint** is a detailed plan used to help construct a building.

Again, you may need to ask descriptive questions to help the students. Ask about the doors, windows, paneling, walls, and floors. Ask what kinds of tools the carpenter needed to build or to put together the room. Some possible responses include a hammer, nails, a blueprint, a tape measure, a screwdriver, and a ladder.

Why is a blueprint blue? Years ago, before copy machines, blueprints were the easiest way builders could make copies of their plans for everyone to use. The color blue was chosen because it's easy to read.

Explain to the students that as carpenters they are going to construct buildings for a typical city. As you hold up the building sheets, tell the students each of them will construct a building. Each building will have the type of business printed on it, but students can name their own businesses. For example, they might name their businesses "Katherine's Construction Company," "Larry's Clothing Store," or "Maria's Factory."

Buildings

*City Hall	Train station
*Bank	Grain elevator
*Construction co.	Florist
*Restaurant	Medical clinic
*Daily News	Post Office
Silo	Library
Barn	Office building
Farmhouse	Clothing st.
Movie theater	Grocery store
Video store	Factory
Gas station	School
Bakery	Apartments
Bowling alley	Townhomes
Houses (4)	

*These buildings must be placed on the map.

Hold up the sample blueprint. Explain that when builders construct something, they use a detailed plan to make sure they build it right. Ask, "What is this detailed plan called?" Allow time for several students to respond. Then tell the students the plan is called a blueprint. Write **blueprint** on the board. Remind students that it is important to follow the construction directions when they put their buildings together. Take the perforated sheet for the construction company and demonstrate to the students how they will build their buildings:

- First, punch out the building along the perforations.
- Second, fold on the creased lines.
- Third, insert tabs into matching slots.

Hand a building sheet to each student and have the students write their businesses' names on their buildings. Give the students five minutes to construct their buildings. Encourage them to finish quickly. After the students have finished their construction, move around the room and have each student tell which building he or she constructed and one type of material that probably was used to build it—wood, glass, brick, concrete, aluminum, etc. After they explain, have them take their buildings to the previously identified display area.

Tell the students that they will need to decide where their buildings should be located in their city. Caution them to plan carefully. Have them place their buildings on the map. Congratulate them for completing the exercise.

Option B—Start here.

Display the blueprint sample where all can see it. Reinforce that when you build something, you need to make sure that you do it right. One way to make sure is to check the blueprint. This is part of **quality** control. The blueprint will ensure good quality of the finished product. Ask if the students want to have a well-built or high-quality building.

Quality is how good or bad something is.

20 BEST COPY AVAILABLE

A **scale** measures size because things on a map are smaller than they really are.

Answer Key
1. 10 feet
2. 40 feet
3. 10 feet

5 minutes

Leave materials with the teacher for students who are absent today.

Tell the students they will practice taking measurements on a blueprint. Give each student a blueprint worksheet and a ruler. Tell the students to watch carefully as you show them what to do. Remind them that measurements on a blueprint show a smaller size of a building. Explain that you can figure out the real size by using a **scale**. Point to the scale on the worksheet. Explain that their buildings are built to scale. Use a ruler and a blueprint worksheet from the kit and demonstrate that 1 inch equals 10 feet. Say, "Let's read each question together and figure out the answer." Work through each question to successfully complete the worksheet.

Summary and Review

Congratulate the students on their work. Remind them that the blueprint tells the carpenter how to build something correctly. Review by asking such questions as:

- What would have happened if you had constructed your building with the wrong measurements? *The building would be built wrong. It would not be safe.*
- Why is it important to make sure you constructed it correctly? *If it isn't safe, someone could get hurt.*

Ask the students, "What did you like about being carpenters?" Ask them why. Remind the students that carpentry is just one job in the construction business.

Have the teacher save the table tents for the next activity. Tell the students you have enjoyed your time with them and when you will return. Say that next time they will become restaurant owners.

Setting Personal Goals

Ask the students how carpenters learn the skills they need. Encourage such answers as:

- They stay in school.
- They learn from another carpenter through on-the-job training.
- They practice and gain experience.

Tell the students that carpenters need specific math skills that they learn by staying in school. They must have training in special programs or on-the-job training in order to do a good job. Encourage the students to see the relationship between jobs and what they learn in school.

For the Teacher

Junior Journal Follow Up

The activity on page 2 of the Junior Journal is designed as a follow up to *Building a City*. Answers: electrician, carpenter, plumber, and painter.

Interdisciplinary Activities

Language Arts

- Together with the students, read *What It Feels Like to Be a Building* by Forest Wilson (National Trust for Historic Preservation, 1988). "Simple and direct explanations combined with playful drawings show students that architecture and people have a lot in common."
- Together with the students, read *I Know That Building, Discovering Architecture with Activities and Games* by Jane D'Alelio (National Trust for Historic Preservation, 1989), a book of colorful puzzles and games on how to build a house.
- Together with the students, read *Charlie's House* by Reviva Schermbrucker (Viking), a story about Charlie, who lives in a poorly built house in South Africa. Using scrap materials, he builds a dream house for himself and his family.
- Together with the students, read *Evan's Corner* by Elizabeth Starr Hill (Viking), a story about Evan, who lives in two rooms with seven other family members. He designs a corner for himself.
- Have the students clip pictures of different buildings from newspapers and magazines and display them on a bulletin board.
- Encourage the students to go to the library and check out a book about buildings to share with the class.

History

- Have the principal or someone else tell the students about the history of the school. He or she could discuss whether it was built all at once or in stages, where its building materials came from, etc.
- Introduce the students to different styles of houses in different cultures. Discuss reasons why the materials are so different; for example, traditional Japanese-style houses, houses on stilts, house boats, houses with thatched roofs, etc.

Art

- Have the students design the inside of the buildings they put together, thinking about color, design, furniture, and uses. Some may want to design their own wallpaper, design a logo for the business, or create a sign for the front.
- As a class project, ask each child to select a different construction occupation, illustrate it, and assemble the illustrations in a class book.

Field Trip/Resource Speaker

- Invite a carpenter as a resource speaker after the students have constructed their buildings. Have the speaker talk about his or her job, responsibilities, and training. Encourage the speaker to bring tools, sample materials, etc. to show students. Perhaps he or she could even demonstrate their uses.
- Take a walking tour of the school or local area to look at the different types of architecture.
- Invite the school engineer to bring in the blueprint of the school. Encourage the students to find their classroom, library, and other key areas on the plan.

DINING OUT

OVERVIEW

The students examine the role of a restaurant owner and become aware of the many people needed to successfully operate a restaurant. They identify the difference between a consumer and a producer.

OBJECTIVES

The students will:

- understand the decisions that have to be made in order to start a restaurant,
- identify jobs within the restaurant business, and
- recognize the connection between producers and consumers.

PREPARATION

Review the activity and the list of materials.

Discuss the activity with the teacher.

Use the table tents from the previous activity. Display the Junior Achievement banner.

VOCABULARY

The following words may be new to the students:

consumer
producer

TIME

35 minutes. Ask the teacher to help you watch the time.

MATERIALS

- 30 table tents
- 30 Steps to Success worksheets
- 30 Sample Menus
- Floor map with buildings from Activity 2
- 30 pencils (not in kit)
- 1 Junior Achievement banner
- Overhead projector (not in kit)

PRESENTATION

10 minutes

Introduction

Remind the students that during the past sessions they have been introduced to a variety of businesses and job opportunities within a city. Emphasize that they have learned about the role of workers within a business and how important these workers are in a city. Remind the students that every city needs different types of businesses and workers to provide the things the people who live, work, and play there need and want.

Lay the map on the floor and have the students place the buildings. Briefly review the previous activities by picking up the appropriate buildings and asking someone to tell what he or she learned about construction or city planning.

You may prefer to leave the map and buildings in the display area and refer to them as you introduce this activity.

Ask the students if they know what the word **consume** means.

Write the word consume on the chalkboard. Next, add an "r" to the end of consume to spell **consumer**. Ask the students if they think the meaning of the word has changed. Have everyone say the word consumer together. Remind the students that a consumer is a person who uses or buys the goods and services.

Consume means to buy or use goods and services.

A **consumer** is a person who uses or buys the goods and services.

Ask, "In a restaurant, who produces the foods you like to eat?"
The restaurant workers.

Ask the students if they know what the word **produce** means. (Produce is another word for make.) Write the word produce on the board. Next, add an "r" at the end of produce to spell **producer**. Ask the students if they think the meaning of the word has changed. Have everyone say the word producer together. Remind the students that a producer is a person who makes goods for us to buy.

Produce is another word for make.

A **producer** is a person who makes goods for us to buy.

Tell the students they are going to play a game called charades.

Ask for a volunteer to act out what a consumer or a producer does. Whisper to the student to pretend that he or she is cooking.

Charades should be fun, so encourage excitement.

Ask, "What is he/she doing?" (Cooking.)

Ask, "Is he/she a consumer or a producer?" (Producer.)

Ask, "Why?" (Because he/she is making something.)

Ask another student to come to the front of the room. Whisper to the student to pretend to be eating a meal. Ask the class to guess what the student is doing and decide if the student is a producer or a consumer.

Tell the students that today they are going to learn about one of the businesses in a city (a restaurant). They will become restaurant owners and make decisions that are important to their restaurant's success.

Explain to the students that many workers are needed in a restaurant. Choose a few jobs from the list below and write them on the chalkboard. Ask the students if anyone can tell you what each person does. Median salary source: *Occupational Outlook Handbook*, U.S. Department of Labor, Bureau of Labor Statistics, May 1994.

- Baker - $6.00 per hour
  bakes breads and pastries
- Cashier - $4.25 per hour
  collects the money
- Chef - $19.00 per hour
  supervises cooks and prepares food
- Cook - $7.00 per hour
  prepares food
- Dishwasher - $4.25 per hour
  washes dishes
- Manager - $10.00 per hour
  responsible for the operation of the restaurant
- Waiter - $5.00 per hour
  takes orders and serves food

Explain that each of these people has a special job, but together they make the restaurant a success. To help the students better understand the role of restaurant workers, ask:

- Why does a city need restaurants?
  Encourage the students to see that cities need a lot of restaurants because people like to eat the different types of foods prepared in restaurants.

- Why do we need all these special people?
  Encourage the students to see that it takes a lot of special skills to prepare and serve food, and we depend on these people for their skills.

20 minutes

Activity

Hold up the restaurant building from the floor map. Ask, "What is the place called where you buy the foods you like already prepared?"

A restaurant.

Say, "If you go into a restaurant and buy food to eat, then you consume the food."

Ask, "What is he/she doing?" (Eating.)

Ask, "Is he/she a consumer or a producer?" (Consumer.)

Ask, "Why?" (Because he/she is consuming something.)

Explain that cities have many restaurants because consumers like to eat many different types of foods. Ask, "How many of you would like to own a restaurant?"

Distribute a Steps to Success worksheet to each student. Explain that today they will be restaurant owners and learn the kinds of decisions it takes to start a restaurant.

Read the directions aloud to the class. Help the students make their decisions by phrasing each step as a question.

Step 1: The location for my restaurant will be—Do you want your restaurant downtown, in a mall, in a neighborhood?

Step 2: The meals my restaurant will serve will be—Do you want to serve pizza, tacos, steak, egg rolls?

Step 3: The type of food in my restaurant will be—Italian, Mexican, American, and Chinese.

Step 4: The type of music in my restaurant will be—Do you want to provide a band, violin player, piano, radio, or guitar player?

Step 5: The worker I will hire first will be—Who is the first person you should hire?

Step 6: The name of my restaurant will be—What do you want to name your restaurant?

Once the students have finished their worksheets have each student share his or her restaurant name and type of food he or she plans to serve.

Summary and Review

5 minutes

Review the chalkboard list of different types of food the students plan to serve in their restaurants. Point out that their restaurants will be located in many areas of the city and that as restaurant owners they will need to hire many food service workers to help them to be successful.

Leave materials with the teacher for students who are absent today.

Have the teacher save the table tents for the next activity. Tell the students when you will return and that next time they will learn about jobs at a newspaper.

Setting Personal Goals

Review the educational skills the students think they will need to operate a restaurant. Tell the students a two-year or four-year management degree may be needed to become a restaurant owner. Ask the students, "What can you do now to prepare for becoming a restaurant owner?" Encourage the students to see the relationship between jobs and what they learn in school.

For the Teacher

Junior Journal Follow Up

The activity on page 3 of the Junior Journal is designed as a follow up for *Dining Out*. Answers: (down) [1]cashier, [2]waiter, and [4]manager, (across) [1]cook, [3]baker, [5]dishwasher, and [6]hostess.

Interdisciplinary Activities

Language Arts

- Have the students look in the phone book to find the different types of restaurants in their area. Have them identify the restaurants by their country of origin; for example, Chinese, Mexican, Korean, Italian, American, etc.
- Encourage the students to go to the library and check out a book about restaurants to share with the class.

History

- Together with the students, read *Eating the Plates: A Pilgrim Book of Food and Manners* by Lucille Recht Penner (Macmillan) about the eating habits, customs, and manners of the Pilgrims.

Math

- As students watch TV from 5 to 7 p.m., have them count the total number of ads they see and the total number of food-related ads.
- Provide the students with a different menu and $10 play money. Ask them to figure out what they would order, how much it would cost, and how much change they would get.

Art

- Have the students write a script and then role-play a fine dining experience, complete with waiters, customers, napkins, and a variety of silverware and dishes. This same activity could be used with a variety of restaurants.

Field Trip/Resource Speaker

- Take the students on a field trip to a local restaurant. Have them write down the restaurant's location, meals, food, music, workers, and name.

Summary and Review

5 minutes

Review the chalkboard list of different types of food the students plan to serve in their restaurants. Point out that their restaurants will be located in many areas of the city and that as restaurant owners they will need to hire many food service workers to help them to be successful.

Leave materials with the teacher for students who are absent today.

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Field Trip/Resource Speaker

- Take the students on a field trip to a local restaurant. Have them write down the restaurant's location, meals, food, music, workers, and name.

MAKING HEADLINES

OVERVIEW

The students examine the role of a newspaper reporter and the purpose of a newspaper as a communication tool for people in a city. They become aware of many jobs in the newspaper business.

OBJECTIVES

The students will:

- understand the importance of the newspaper as a communication tool,
- recognize the skills a reporter needs, and
- identify jobs within the newspaper business.

PREPARATION

Review the activity and the list of materials. Plan to bring a local newspaper to class.

Discuss the activity with the teacher. If the teacher subscribes to a student newspaper like *Weekly Reader* or *Scholastic News*, ask him or her if you can borrow a copy as another example students can relate to.

Ask the teacher to help you divide the class into five groups.

Use the table tents from the previous activity. Display the How to Be a Great Reporter poster and the Junior Achievement banner.

VOCABULARY

The following words may be new to the students.

headline

TIME

35 minutes. Ask the teacher to help you watch the time.

MATERIALS

- 30 table tents
- 1 Newspaper Layout
- 1 local newspaper (not in kit)
- 1 Junior Achievement banner
- Floor map with buildings from Activity 2
- 30 Article forms
- 30 pencils (not in kit)
- 1 How to Be a Great Reporter poster

PRESENTATION

10 minutes

Introduction

Mention you are glad to be back in the classroom. Tell the students they are going to study another business in the city that is important for the well-being of all people in the city. If you don't have a permanent location for the map and the buildings, place the map on the floor, and ask each student to put his or her building on the map.

Briefly review each of the activities by picking up the appropriate building and asking someone to tell what he or she learned about construction, city planning, or owning a restaurant.

You may prefer to leave the map and buildings in the display area and refer to them as you introduce this activity.

Hold up the newspaper you brought with you today and ask the students if they have ever read a newspaper. Explain that a **headline** is a group of words printed in large type over a newspaper article. Headlines tell what the articles are about. Point to the headline. Say, "Headlines are designed to make you want to read the article." Explain that a newspaper is a place where people can get information about their city or the world. Encourage them to talk about what they might find in a newspaper. Write their ideas on the chalkboard.

A **headline** is a group of words printed in large type above a newspaper article.

Explain to the students that many people are needed to publish a newspaper. Choose a few jobs from the list below and write them on the chalkboard. Ask the students if they can tell you what each person does. Make sure you list the reporter. Median salary source: *Occupational Outlook Handbook*, U.S. Department of Labor, Bureau of Labor Statistics, May 1994.

- Accountant - $26.00 per hour
  manages the money
- Advertising manager - $19.00 per hour
  sells the advertising space
- Cartoonist - $11.00 per hour
  draws political, advertising, social, and sports cartoons
- Editor - $15.00 per hour
  reviews the work of reporters and plans the contents of the newspaper
- Photographer - $16.00 per hour
  photographs newsworthy events, places, people, and things
- Press Operator - $11.00 per hour
  prepares, operates, and maintains the printing presses
- Reporter - $10.00 per hour
  gathers information and prepares stories that inform us about local, state, national, and international events

Explain that each of these people has a special job, but together they produce a newspaper. To help the students better understand the roles of newspaper workers, ask:

- Why does a city need a newspaper?
  Encourage the students to see that cities need newspapers to provide information people need about what is happening in their cities and the rest of the world.
- Why do we need all these special people?
  Encourage the students to see that it takes a lot of people with special skills to publish a newspaper, and the newspaper depends on these people to make it successful.

Activity

20 minutes

Tell the students that today they are going to be reporters. Remind them that a reporter is the person who writes the stories. Say, "Reporters may get their information from interviews, by using information they read somewhere, after seeing a special event, or from letters or phone calls they receive. Reporters play an important role in keeping people informed about many different subjects."

Explain to the students that as newspaper reporters each of them is going to write an article. When they finish, they will create their own classroom newspaper using the

Newspaper Layout. Display the Newspaper Layout where all the students can see it. Point to the layout and explain that their articles will go in the boxes in each section.

The sections are:

Entertainment
People
School News
Sports
Travel
Weather

Divide the class into five groups and randomly assign one section to each group. Choose one student to write a weather report. Distribute the Article forms, one for each student. Explain to the students that everyone is going to write a short article to go in the section assigned to their group. Point to the How to Be a Great Reporter poster and remind the students that when news reporters write an article they need to answer the questions, Who?, What?, When?, Where?, and Why?

Tell them that when they are finished, they will place all the articles on the layout to create a newspaper for their class.

After five minutes call time. Call on the students to come forward and place their articles on the layout. When everyone has had a chance to place their articles on the layout, hold up the completed page so everyone can see it.

Congratulate the students on completing their class newspaper.

5 minutes

Summary and Review

Ask several students to come forward to read their articles to the class. Allow time for the class to discuss the articles.

Leave materials with the teacher for students who are absent today.

Review this activity by asking the students:

- What is the purpose or reason for a newspaper?
- What are some of the different jobs at a newspaper?

Talk about the skills and education people need to work at a newspaper.

If you have access to a Polaroid™ camera and film, take a class photograph to add to the newspaper. If you don't have access to a Polaroid but you still want to have the class photograph, use another camera and plan to develop the film before the next class session. Arrange the students for the photo with the teacher's help.

Option: have one or two students draw a picture of the class.

Have the teacher save the table tents for the next activity. Tell the students when you will return and that next time they will learn about banking. Before you leave, check to be sure you have enough Achievement pins and Certificates of Achievement for your last visit. Also, obtain an up-to-date class list from the teacher so you can prepare the certificates.

Setting Personal Goals

Tell the students that reporters need a college degree in journalism, and experience on school newspapers is helpful. Ask the students, "What can you do now to prepare for becoming a reporter?" Encourage the students to see the relationship between jobs and what they learn in school.

For the Teacher

Junior Journal Follow Up

The activity on page 4 of the Junior Journal is designed as a follow up to *Making Headlines*. Answers: fun park, fun for everyone, south of the city, and will bring jobs and children will have a new place to go.

Interdisciplinary Activities

Language Arts

- Together with the students, read articles from the local newspaper. Have the students think of questions the reporters probably asked to get the information they needed for the stories and upcoming events.
- Have the students construct other newspaper pages, e.g., sports, comics, etc.
- Have the students write articles about classroom projects to put into a monthly classroom newspaper.
- Give the students the beginning of a news item and have them write the end of it, or start a news item and have each student add a sentence to it.
- Design an oversized book with such headings as "Ads for kids," "Ads for adults," and "Ads for teenagers." Have the students clip ads from newspapers and match them to a category to complete the book.
- Give the students a topic about which they should express their own opinions; for example, "the school day should be longer because...."
- Encourage the students to go to the library and bring back books about the newspaper industry for show and tell.

Field Trip/Resource Speaker

- Arrange to take the students on a field trip to the local newspaper.
- Invite a reporter or other newspaper employee to tell about his or her job. Ask the newspaper reporter to explain how a story is written. Check on the possibility that the reporter can interview the class and publish the story in the local paper.

YOU CAN BANK ON IT

OVERVIEW

The students become aware of jobs within a bank and examine why banks are important to a city.

OBJECTIVES

The students will:

- understand that one purpose of a bank is to keep money,
- complete a simple bank transaction, and
- identify jobs within the banking business.

PREPARATION

Review the activity and the list of materials.

Discuss the activity with the teacher. Ask the teacher to help you divide the class into groups.

Separate the pieces of the Mystery Guest game.

If Achievement pins and Certificates of Achievement will be distributed at the end of the class period, check with the teacher in advance to determine how they should be distributed. Make sure you have signed each certificate and correctly spelled each student's name.

Use the table tents from the previous activity. Display the Junior Achievement banner.

VOCABULARY

The following words may be new to the students.

banking
check

TIME

35 minutes. Ask the teacher to help you watch the time.

MATERIALS

- 30 table tents
- 30 Certificates of Achievement
- 30 Achievement pins
- 30 pencils (not in kit)
- 30 You Can Bank on It worksheets
- 1 Junior Achievement banner
- 1 Mystery Guest game
  - 3 Mystery Guest cards (A, B, and C)
  - 10 A questions (teller)
  - 10 B questions (president)
  - 10 C questions (guard)
- 3 Mystery Guest table tents

PRESENTATION

Introduction

2 minutes

Explain to the students that today you have a mystery for them to solve. So far, as a class you have discussed four different businesses: city planning, construction, restaurants, and newspapers. But today they will have to discover the type of business themselves. Encourage excitement.

Explain to the students that before they can discover the business, they must examine some clues. Just like a carpenter needs tools to build a building, they need clues to solve the mystery.

Further explain that their clues are interview questions. Like a reporter, they must ask questions to get information from three mystery guests.

Activity

25 minutes

Ask three students to come to the front of the room. Place a Mystery Guest table tent and the corresponding Mystery Guest card in front of each student. Tell them to read their cards silently and not to share the information with the class. Each Mystery Guest card shows the name of a job and the instruction, "Answer all questions 'yes'."

Divide the class into three groups (A, B, and C). Explain to the students that group A will ask Mystery Guest A its questions first, group B will ask Mystery Guest B its questions second, and group C will ask Mystery Guest C its questions third.

Give one question to each student in group A from the Mystery Guest (A) sheet. If there are fewer than 10 students in a group, be sure that someone in each group receives the number 10 card. Repeat for groups B and C. Explain that the questions are numbered and students should ask their questions in order.

One student in each group has card number 10. This card has three job choices listed on it. After the student reads the card, the class must determine the Mystery Guest's job from the three choices listed. Be sure all students know what they are to do before they start.

Conduct the activity. Encourage the students to listen quietly while each student reads his or her question so they can discover what job is being talked about. As each group guesses the job, write that job on the chalkboard. After all Mystery Guests' jobs are discovered, then the class will be ready to figure out the mystery business.

When the last group finishes and you have written all the jobs on the chalkboard, ask the students what business they learned about today. After they answer "**banking**," congratulate them for their good work.

Banking means offering many different kinds of money services to people.

Explain to the students that many workers are needed in a bank. Choose a few of the jobs from the list and write them on the chalkboard. Some of the jobs were discussed in the Mystery Guest game. Ask the students if anyone can tell you what each person does. Median salary source: *Occupational Outlook Handbook*, U.S. Department of Labor, Bureau of Labor Statistics, May 1994.

After the students successfully solve the mystery, hold up the bank from the floor map for all students to see.

- Bank teller - $7.00 per hour
  handles bank transactions such as cashing checks and accepting deposits and loan payments
- Bank manager - $19.00 per hour
  oversees the flow of cash, reports accurate financial data information
- Guard - $6.00 per hour
  protects against theft, illegal entry, vandalism
- Loan officer - $12.00 per hour
  prepares, analyzes, and verifies loan applications
- New accounts clerk - $9.00 per hour
  helps people open bank accounts

Explain that each of these people has a special job, but together they help run a bank. To help the students better understand the roles of bank workers, ask:

- Why does a city need a bank?
  Encourage the students to see that cities need banks to help people take care of their money.
- Why do we need all these special people?
  Encourage the students to see that it takes a lot of people with special skills to run a bank and that a bank depends on its workers to make it a success.

Give each student a copy of the You Can Bank on It worksheet. Tell the students to take out their pencils. Explain that you want them to work together as a class on each of the activities.

Tell the students that they are going to count the money on the worksheet and then deposit it in the bank. Read the instructions aloud to the class. Explain that currency is dollars ($1, $5, $10, etc.); coins are pennies, nickels, dimes, quarters, etc.; and **checks** are written orders to a bank to pay money from a person's account to the one whose name is on the order (check). Give the students time to complete adding the amounts of their currency, coins, and checks.

A **check** is a written order to a bank to pay money from a person's account to the one whose name is on the order (check).

Explain that deposit slips record the money you put in the bank. Review the deposit slip and explain what each section means. Ask the students to follow along with you as you show them how to total the amounts on the deposit slip. Write the amounts on the chalkboard. Allow time for the students to complete the activity, then check to be sure that everyone has the same total deposit ($44.45).

Next ask the students who their money belongs to now. Be sure they understand that the money is still theirs; the bank is just holding it for them until they need to use it.

3 minutes

Summary and Review

After the students finish, congratulate them on a job well done. Ask the students, "Now that you know one of the purposes of a bank, how many of you would like to work in a bank?" Allow time for several students to respond.

Leave materials with the teacher for students who are absent today.

Tell the students you have enjoyed being with them.

Setting Personal Goals

Ask the students what skills they will need to work in a bank. Allow time for several students to respond. Explain that a high school diploma is necessary and a college degree often is helpful. Encourage the students to see the relationship between jobs and what they learn in school.

Summarize that during the last few sessions they have learned about city planning, construction, newspapers, restaurants, and banking. Now that they have been introduced to a variety of businesses in a city, encourage the students to accompany a family member to work to learn more about his or her job.

PROGRAM CLOSURE

5 minutes

Tell the students that because of their excellent participation during your series of visits, you are going to present each with a Certificate of Achievement and/or Achievement pin. According to arrangements with the teacher, distribute the certificates and pins. Make sure the students understand the importance of what they have been studying. They should realize why you thought it was important to visit and work with the class.

Junior Achievement®

PURPOSE

To educate and inspire young people to value free enterprise, understand business and economics, and be workforce ready.

To accomplish this we value:

Integrity

We use the highest ethical standards to make decisions that maintain our customers' trust and respect.

Respect for the Individual

We value people for their diverse and unique contributions to our organizational efforts.

Personal Development

We provide and encourage opportunity for our students, volunteers, and staff to grow personally and professionally.

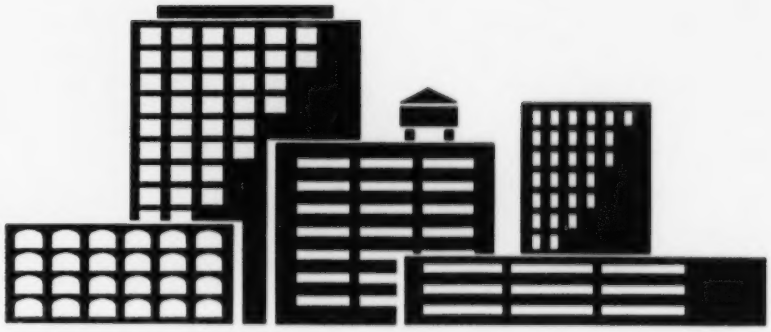
Enterprising Spirit

We value energetic and imaginative pursuit of ideas to create, innovate, and improve our products, performance, and services.

Teamwork

We value individual initiative within teams.

Junior Achievement®



Our City

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Junior Achievement, Inc.
Colorado Springs, Colorado

Student Materials

Letter Home

Junior Achievement has developed programs for elementary, middle, and high school students. This program—*Our City*—will help students to understand what work is and how it gives us the money we need to buy the things we want. A volunteer from your community will present several lessons, stressing the importance of education and skills needed in the workplace.

We are sure your child will benefit from our program and, we hope, will join in other Junior Achievement programs.

Junior Achievement®

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LETTER HOME—Teacher Envelope

Junior Achievement®

What Is Junior Achievement?

Junior Achievement is a not-for-profit organization that serves young people through its partnership with the business and education communities. Its purpose is to educate and inspire young people to value free enterprise, understand business and economics, and be workforce ready.

How Do I Get Involved?

All of Junior Achievement's programs are delivered in classrooms by volunteers like you. To find out more information, contact your local Junior Achievement office.

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Name: _____

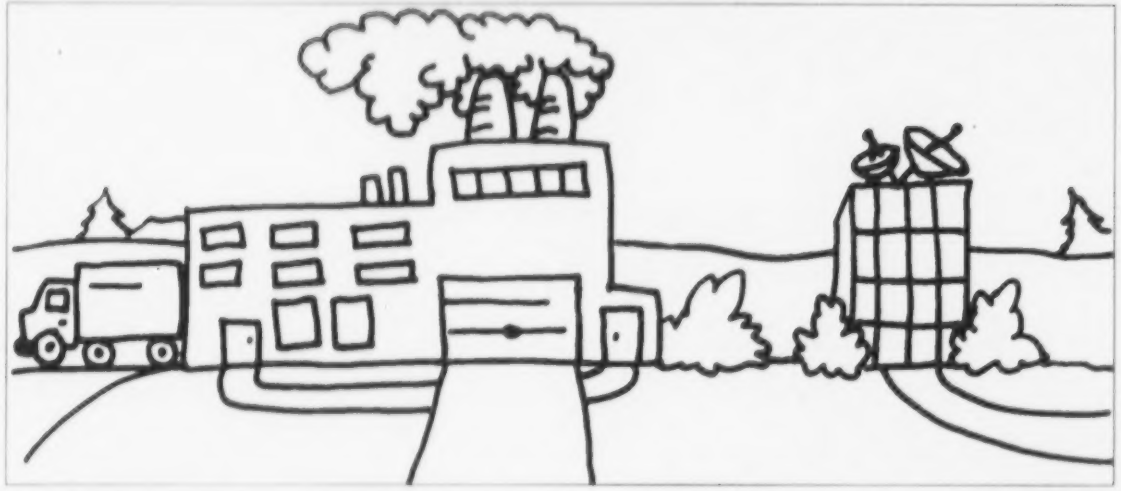
City Zones

Look at the pictures. Decide which zone is shown in each picture. Circle the name of the zone and write it on the top line.
Write the names of things in each picture that helped you decide.

Farming Residential Industrial Business

Farming Residential Industrial Business

Farming Residential Industrial Business



Farming Residential Industrial Business

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CITY ZONES WORKSHEET—Activity 1

Name: _____

How to Read

1. Look at the Front View. If 1 inch = 10 feet, how tall is the door?

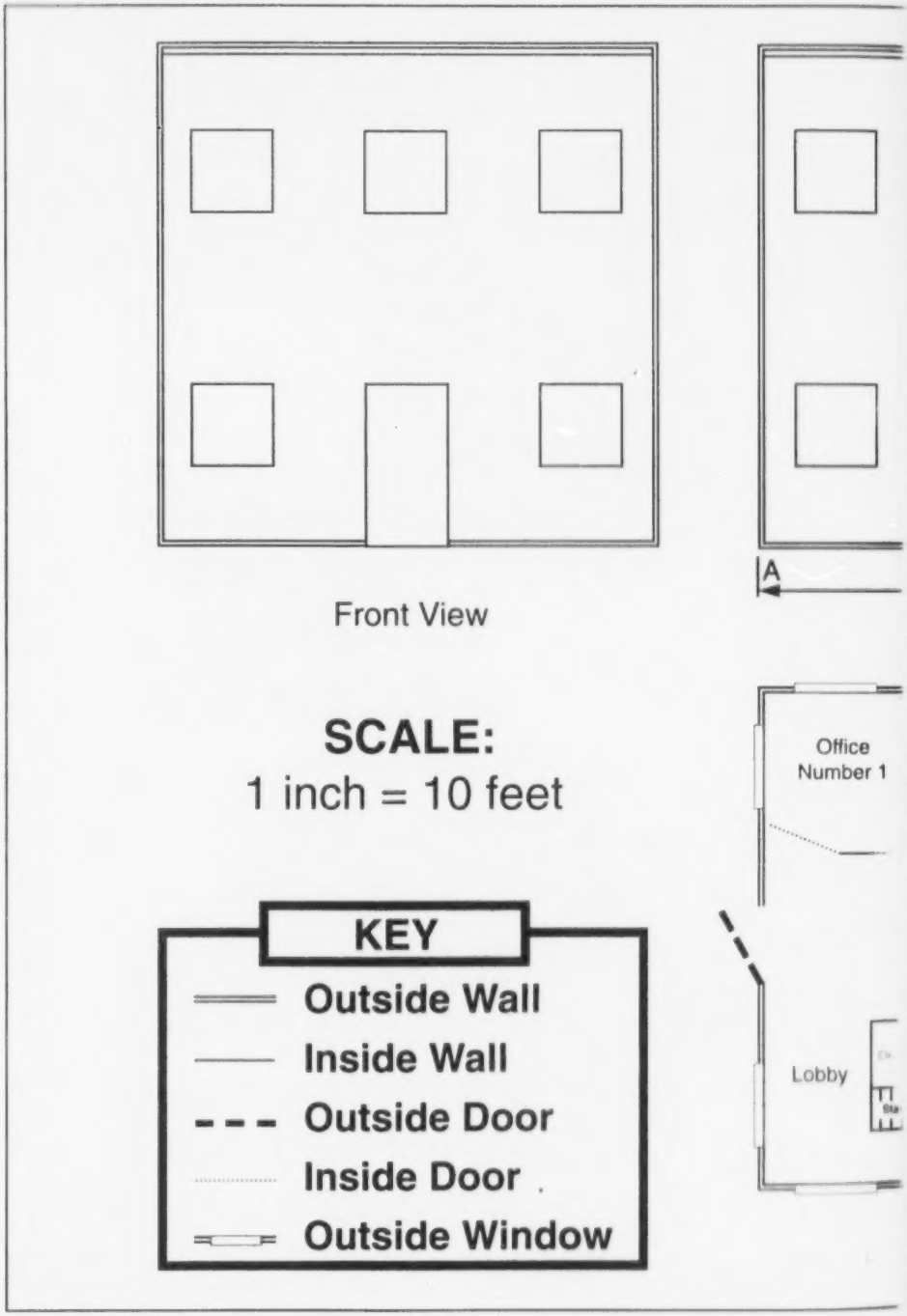
_____

2. Look at the Side View. If 1 inch = 10 feet, how long is the building from point A to point B?

_____

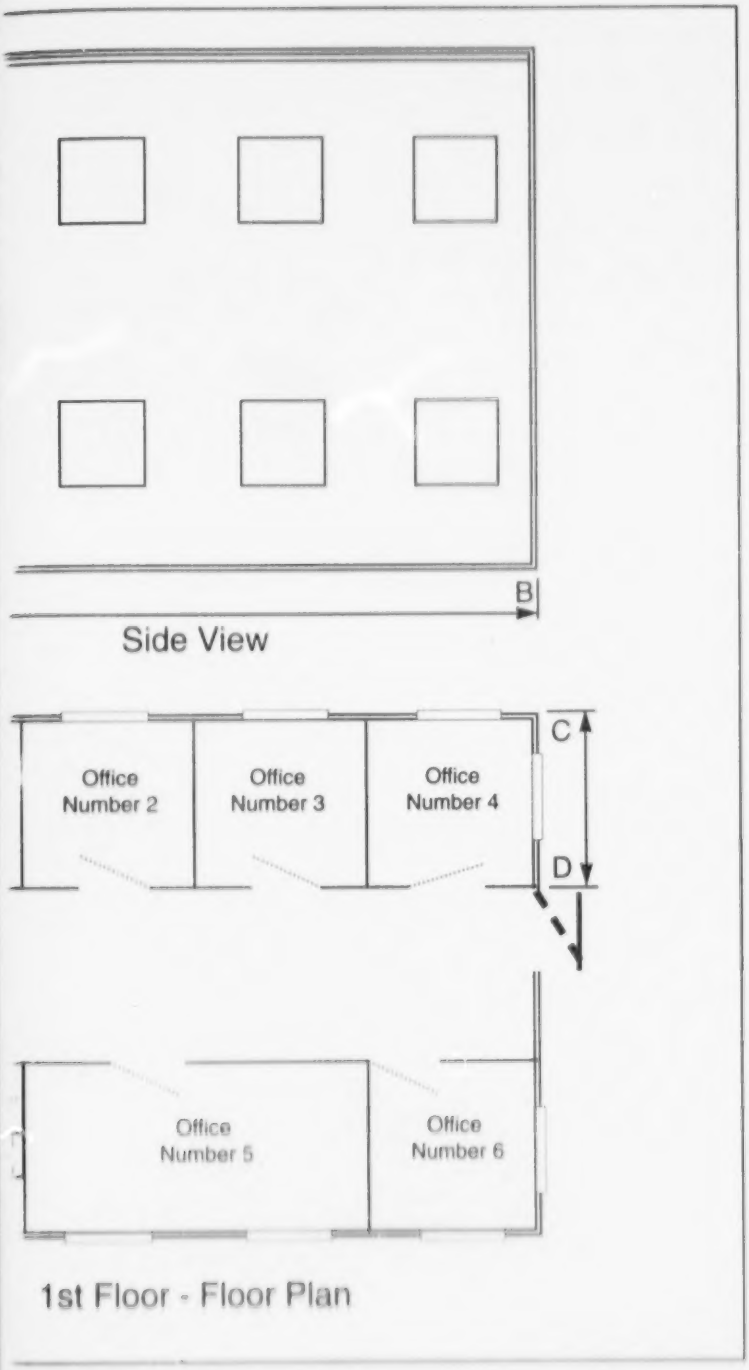
3. Look at the Floor Plan. If 1 inch = 10 feet, how long is the wall from point C to point D in Office Number 4?

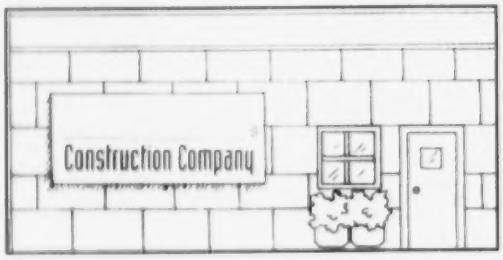
_____

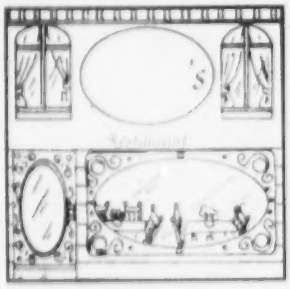


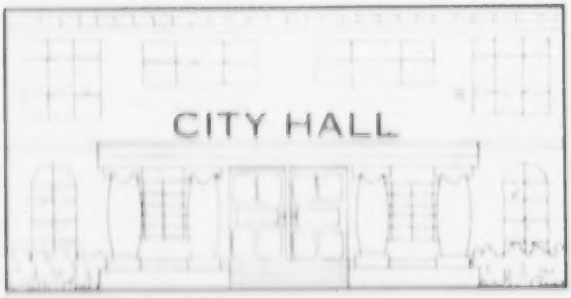
Junior Achievement®

a Blueprint









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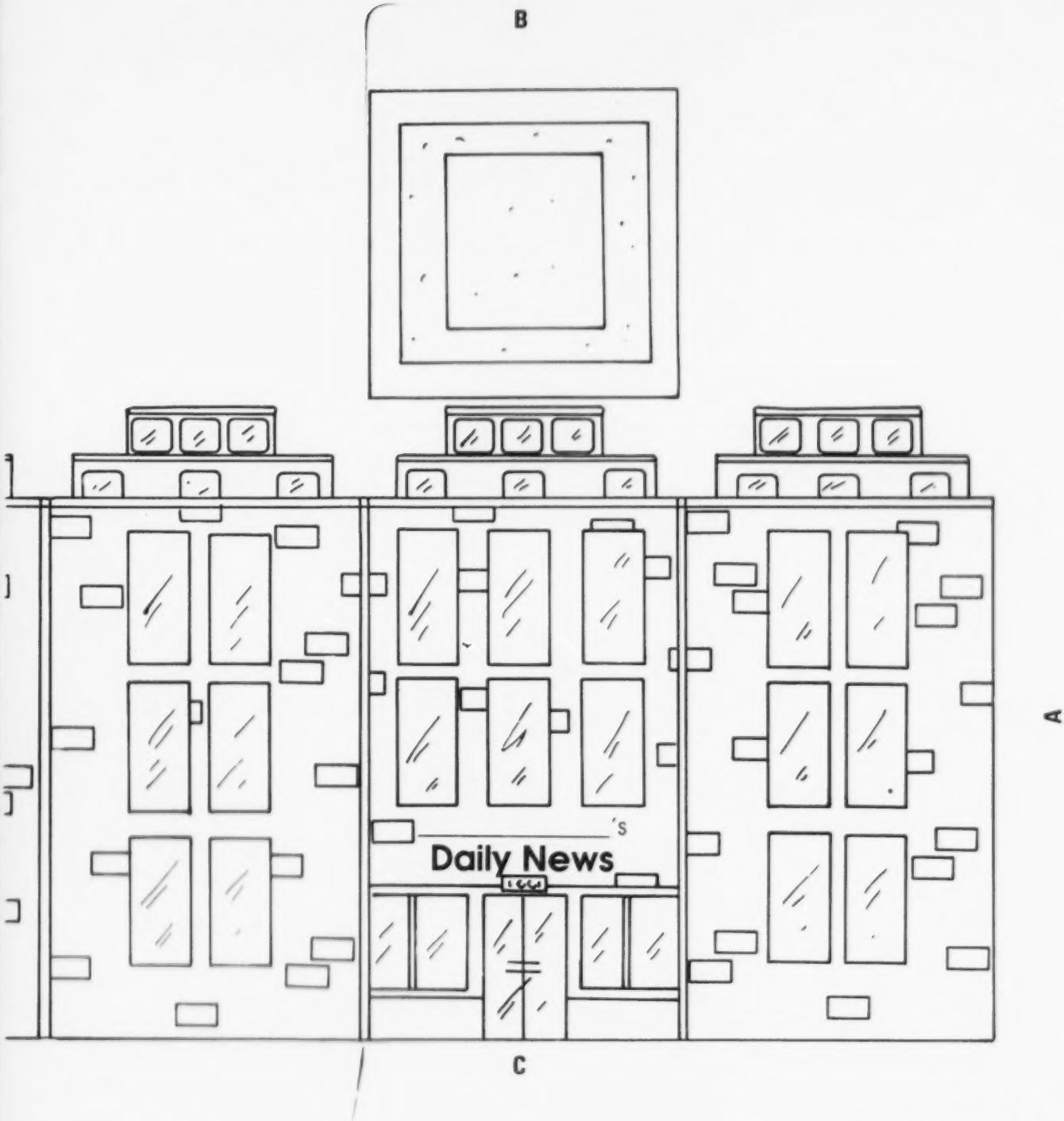
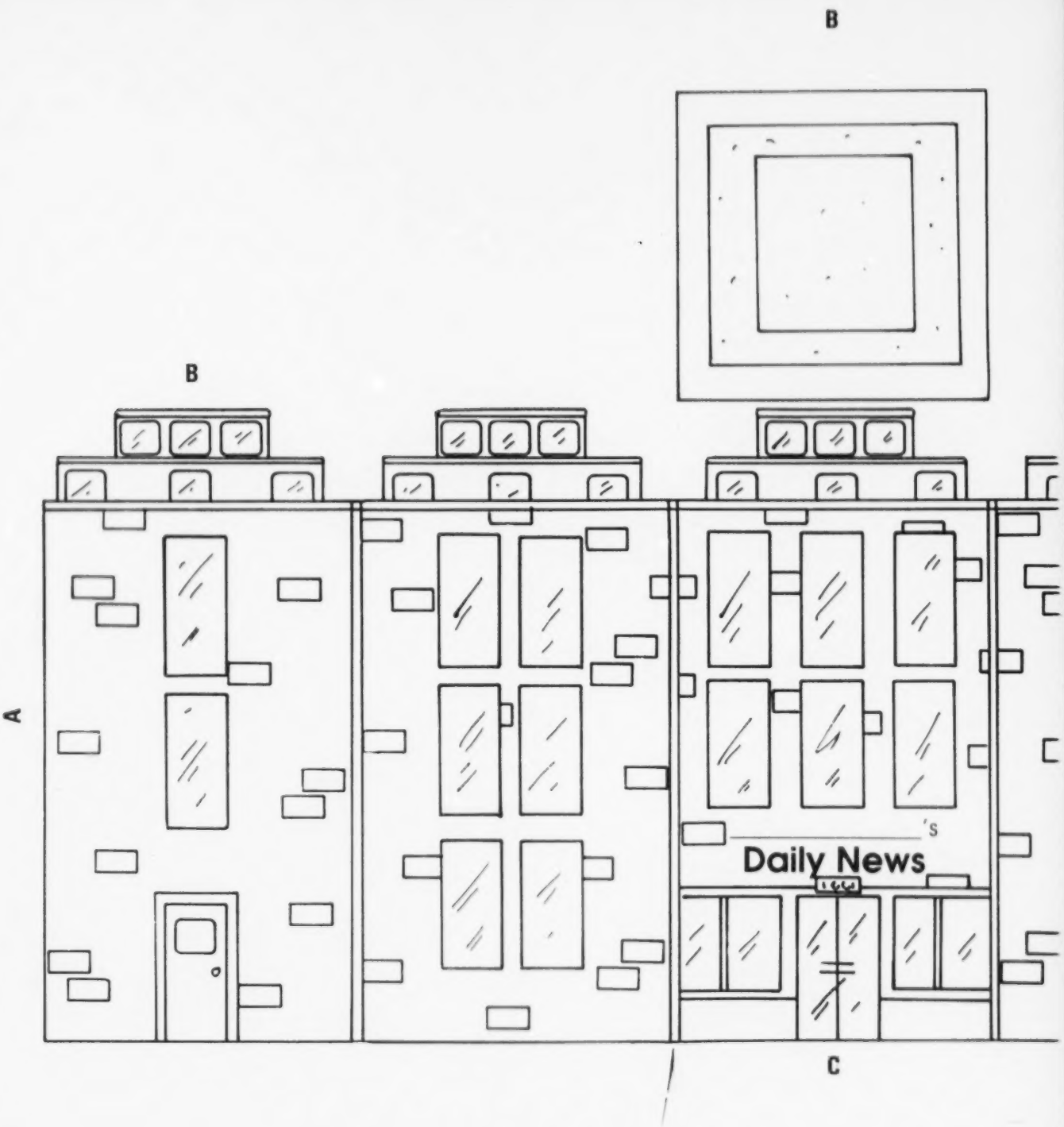
BLUEPRINT WORKSHEET—Activity 2



Directions:

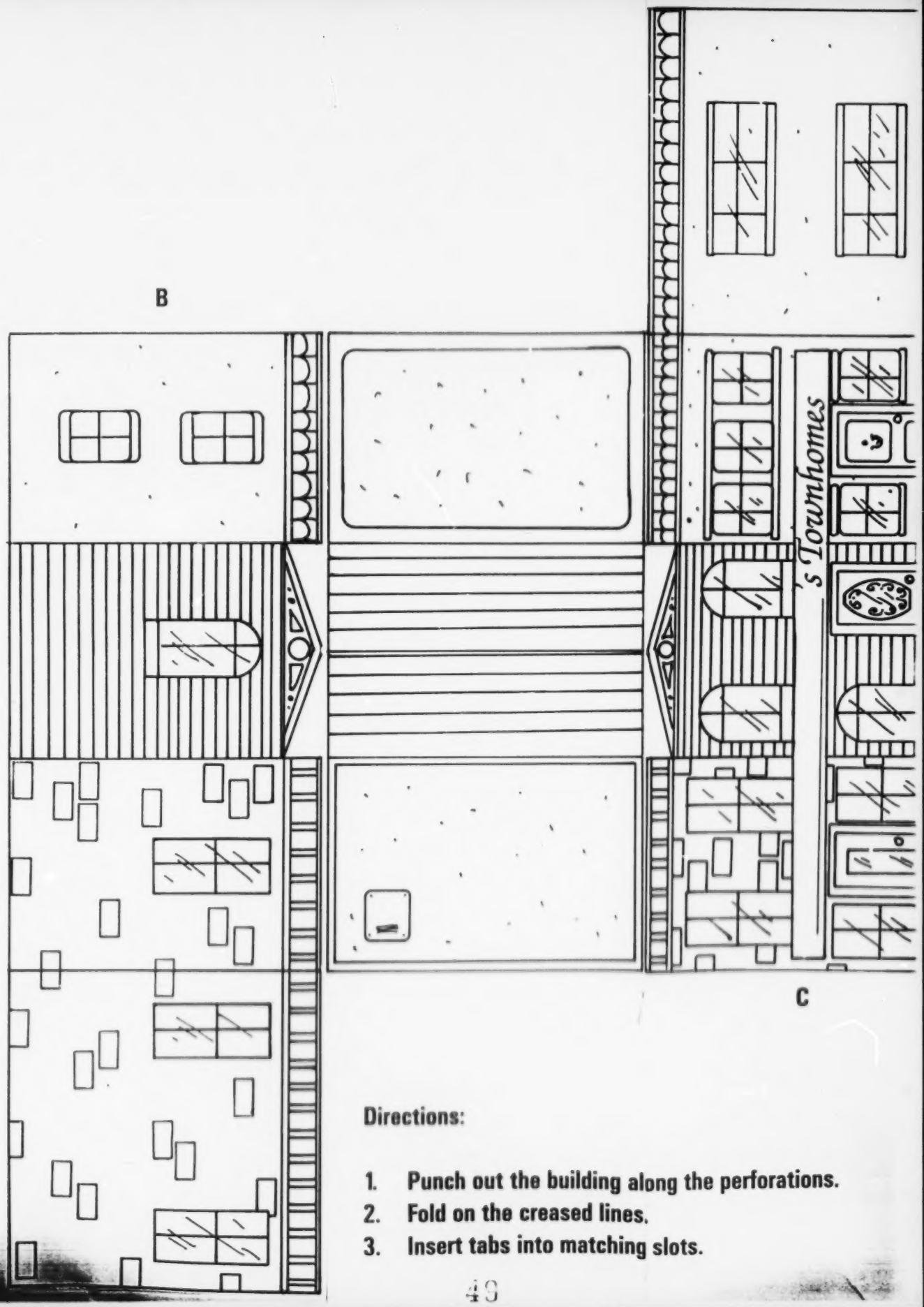
1. **Punch out the building along the perforations.**
2. **Fold on the creased lines.**
3. **Insert tabs into matching slots.**



Directions:

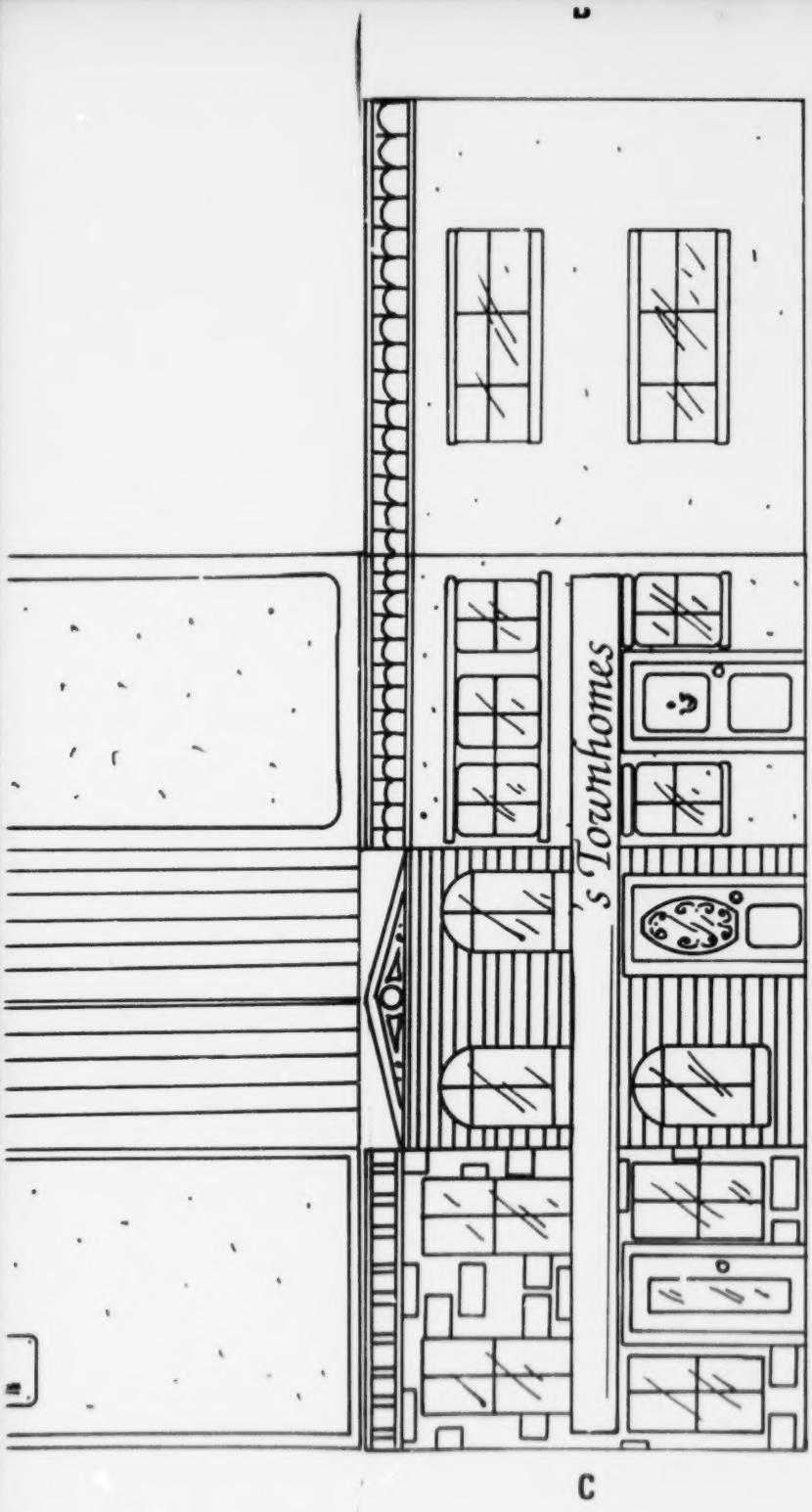
1. **Punch out the building along the perforations.**
2. **Fold on the creased lines.**
3. **Insert tabs into matching slots.**

C



Directions:

1. **Punch out the building along the perforations.**
2. **Fold on the creased lines.**
3. **Insert tabs into matching slots.**



rections:

Punch out the building along the perforations.
Fold on the creased lines.
Insert tabs into matching slots.

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B

A

C

Directions:

1. Punch out the building along
2. Fold on the creased lines.
3. Insert tabs into matching sl

C
's LIBRARY
B

Alfredo's Italian Restaurant

Children's Menu

Spaghetti and Meatballs
$3.50

Fettuccine Alfredo
$3.50

Homemade Ravioli
$3.25

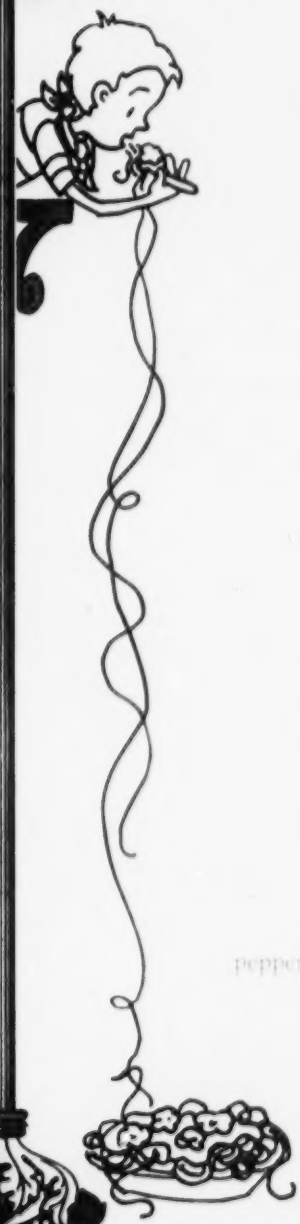
Baked Lasagna
$3.95

Baked Manicotti
$3.95

Chicken Tetrazzini
$4.25

Cheese Pizza
$3.25

Extra toppings 50¢ each
pepperoni, mushrooms, sausage, black olives, onions,
bell peppers, Canadian bacon



Junior Achievement

American Grille

Giant Burgers

The Double-Double
For the hearty appetite - two giant patties and a second layer of cheese.
a. Whole 6.05
b. Half 3.40

The Double
Two giant patties for the hearty appetite.
a. Whole 5.45
b. Half 3.10

Our Famous Giant Hamburger
a. Whole 4.45
b. Half 2.60

Lettuce, tomato, and onion on request.
Add cheese for 50¢.

Piggyback Burger
When we say HAMburger that's what we mean - try a layer of ham on our famous hamburger.
a. Whole 5.70
b. Half 3.40

Chili Burger
Our famous hamburger smothered with chili.
a. Whole 4.95
b. Half 3.10

Hickory Dickory Top
Our famous hamburger mixed with chopped onions and cooked with a fine hickory smoked flavor. Served with lettuce, tomato and BBQ sauce.
a. Whole 4.65
b. Half 3.10

Sandwiches

Giant Ham Sandwich
a. Whole 4.55
b. Half 3.40

Giant Ham & Cheese
a. Whole 5.15
b. Half 3.50

Fish Sandwich 4.25
Served on a bed of lettuce with tarter sauce.

Grilled Cheese 1.95

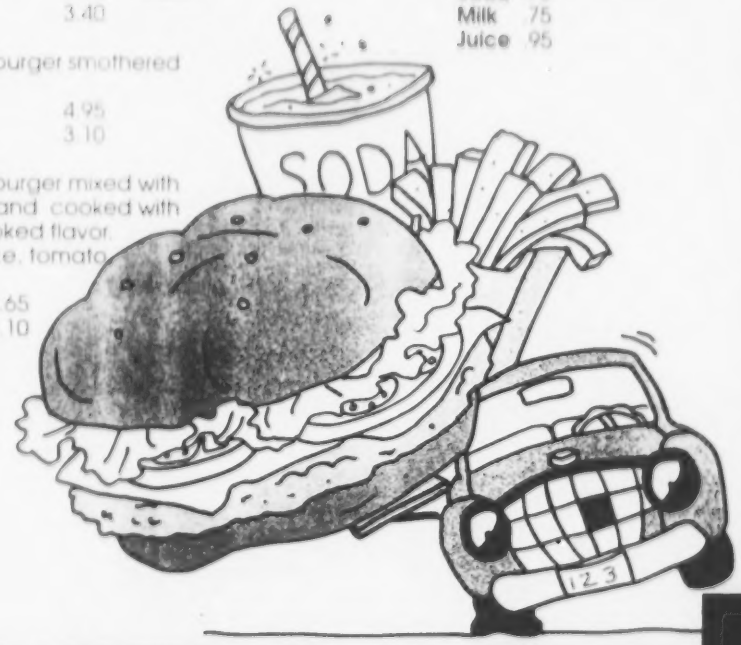
Giant Hot Dog
a. Whole 3.10
b. Half 1.85

Giant Hot Dog with Chili
a. Whole 4.35
b. Half 2.80

Our Hot Dogs are unlike the usual. We slice our frankfurters in half and grill them before serving them on our famous hamburger bun.

Beverages

Soda .75
Milk .75
Juice .95



Oriental Restaurant

Appetizers

Fried Won-tons	$3.45
Tempura	$5.45
Egg Rolls	$3.45

Entrees

All entrees are served with choice of soup, egg roll, or steamed rice, and a fortune cookie.

Beef Teriyaki $5.45
Thinly sliced beef, marinated in homemade teriyaki sauce and broiled to perfection.

Chicken Teriyaki $5.45
Thinly sliced chicken, marinated in homemade teriyaki sauce and broiled to perfection.

Yaki-Soba $5.45
Stir-fried Japanese noodles with broccoli, onions, carrots, & cabbage in a Yaki-Soba Sauce. Beef or chicken.

Lemon Chicken $6.00
White breast of chicken sauteed with lemon is a favorite.

Kung Pao $5.45
Hot Chinese chili with peanuts, carrots, celery, and bamboo shoots. Beef, pork, or chicken.

Stir-Fried Vegetables $5.45
Fresh vegetables stir-fried, served with rice.

Fried Rice $4.45
With pork or chicken.

Brocolli Beef, Chicken, or Shrimp $5.45
Brocolli sauteed with choice of meat in a special homemade sauce.

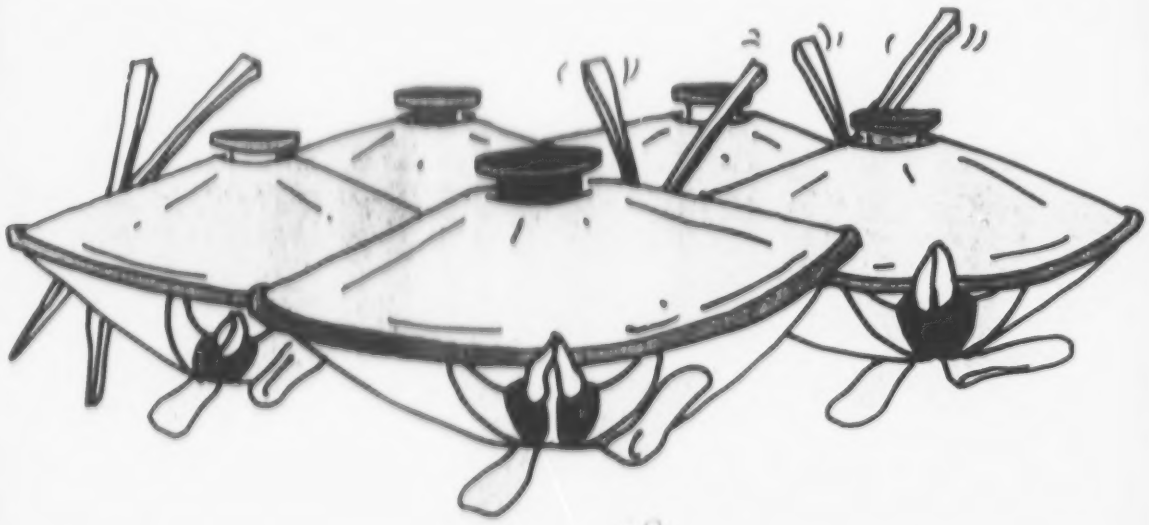
Yumi-Yumi Tempura $9.95
Jumbo shrimp (5) and fresh vegetables and fruit deep fried in light Tempura batter. Rice.

Soup Choices

Egg Drop, Won-ton, Hot & Sour, Kim Chi, Seafood

Dessert

Fortune Cookies	$2.50
Almond Cookies	$2.00



MEXICAN RESTAURANT

APPETIZERS

Nachos	$5.95
Quesadillas	$3.95
Super Nachos	$4.95
Sampler Platter	$5.95

SALADS

Taco Salad	$5.95
Chalupa	$6.95

DINNER

Pollo Arroza	$8.95
Beef Tampico	$7.95
Carne Ala Verde	$7.95
Enchiladas	$6.95
Burritos	$6.95
Fajitas	$7.95

DESSERT

Apple Bunuelo	$2.25
New York Cheesecake	$2.25
Sundaes	$2.25
Fried Ice Cream	$1.95
Sopapillas	$1.95

ALA CARTE

Chips & Salsa	$1.50
Dinner Salad	$1.50
Mexican Rice	$1.50
Mexican Beans	$1.50
Tortillas	$ .50

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Name: _____

Read the steps you have to take before you start your restaurant. Think ca
move up each step, write your choice on the line.

Steps to Success

4. The ty
MUSIC ir
restaura
will be

3. The type of **FOOD** in my restaurant will be:

2. The **MEALS** my restaurant will serve will be:

1. The **LOCATION** for my restaurant will be:

Junior Achievement

arefully. As you

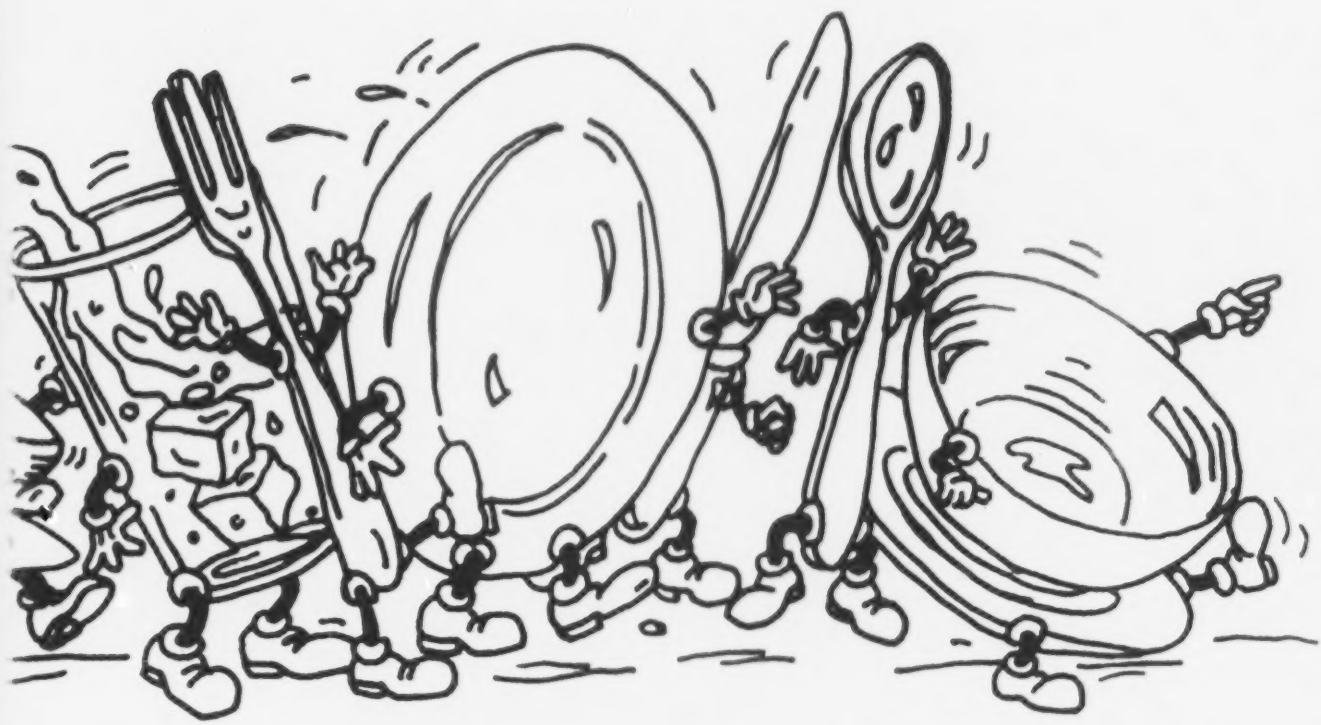
6. The **NAME** of my restaurant will be:

Congratulations!! You are well on your way to starting your own restaurant. Keep up the good work.

5. The **WORKER** I will hire first will be:

pe of
ı my
ant
::

Ideas



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STEPS TO SUCCESS WORKSHEET—Activity 3

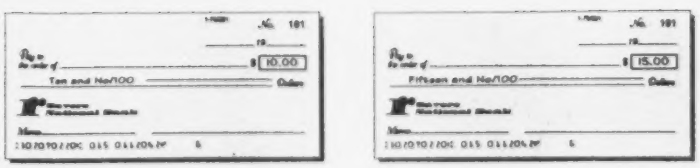
Name: _____

Put It in the Bank

You have decided to open a savings account at the bank. The three different types of money to deposit are currency, coins, and checks. Count the currency and coins. Write the total amount on the line beside them. Add the two checks together. Write the total amount on the line.

Currency _____

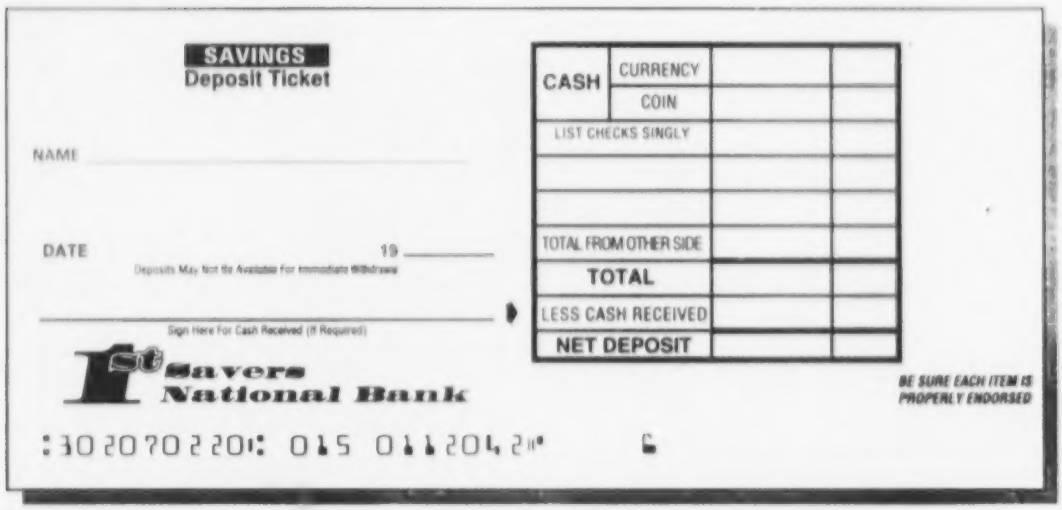
Coins _____



Checks _____

Bank on It

Now you are ready to deposit your money. The amount of currency, coins, and each check must be entered on separate lines. Complete the deposit slip below to put your money in the bank.



SAVINGS
Deposit Ticket

NAME _____

DATE 19 ____

Deposits May Not Be Available For Immediate Withdrawal

_____ ▶
Sign Here For Cash Received (If Required)

1st Savers National Bank

CASH	CURRENCY		
	COIN		
LIST CHECKS SINGLY			
TOTAL FROM OTHER SIDE			
TOTAL			
LESS CASH RECEIVED			
NET DEPOSIT			

BE SURE EACH ITEM IS PROPERLY ENDORSED

:30207022201: 015 011204 2" 6

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YOU CAN BANK ON IT WORKSHEET—Activity 5

Junior Achievement

Mystery Guest A = TELLER
Answer all questions YES.

A 1. Do you work inside a building?

A 2. Do you meet a lot of people?

A 3. Do you work behind a counter?

A 4. Do you work with money?

A 5. Do people give you money?

A 6. When people give you money, is it called making a deposit?

A 7. Do you ever give people money back?

A 8. When you give money back, is it called a withdrawal?

A 9. Are there others at your work who do what you do too?

A 10. We have asked all the questions. We must now choose which job you do. You are a

CASHIER · TELLER · WAITER/WAITRESS

Junior Achievement

Mystery Guest B = PRESIDENT
Answer all questions YES.

B 1. Do you work inside a building?

B 2. Do you meet a lot of people?

B 3. Do you work at a desk in your own office?

B 4. Do you make decisions?

B 5. Did you have to go to college to get your job?

B 6. Do you tell people what to do?

B 7. Do you make rules?

B 8. Are you the big boss?

B 9. Do a lot of people know you?

B 10. We have asked all the questions. We must now choose which job you do. You are a

PRESIDENT · JANITOR · TEACHER

Junior Achievement

Mystery Guest C = GUARD
Answer all questions YES.

C 1. Do you work inside a building?

C 2. Do you sometimes work outside?

C 3. Do you see a lot of people every day?

C 4. Do you help people?

C 5. Did you get special training for your job?

C 6. Do you sometimes work alone?

C 7. Do you stand and watch people a lot?

C 8. Do you protect people?

C 9. Do you protect money?

C 10. We have asked all the questions We must now choose which job you do. You are a

POLICE OFFICER · LOCKSMITH · GUARD

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Junior Achievement

C

MYSTERY GUEST

MYSTERY GUEST

C

Junior Achievement

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MYSTERY GUEST TABLE TENT—Activity 5

Junior Achievement.

MYSTERY GUEST

MYSTERY GUEST

Junior Achievement

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MYSTERY GUEST TABLE TENT—Activity 5

© 1996 Junior Achievement Inc., EP263
MYSTERY GUEST TABLE TENT—Activity 5

MYSTERY GUEST

MYSTERY GUEST

Junior Achievement

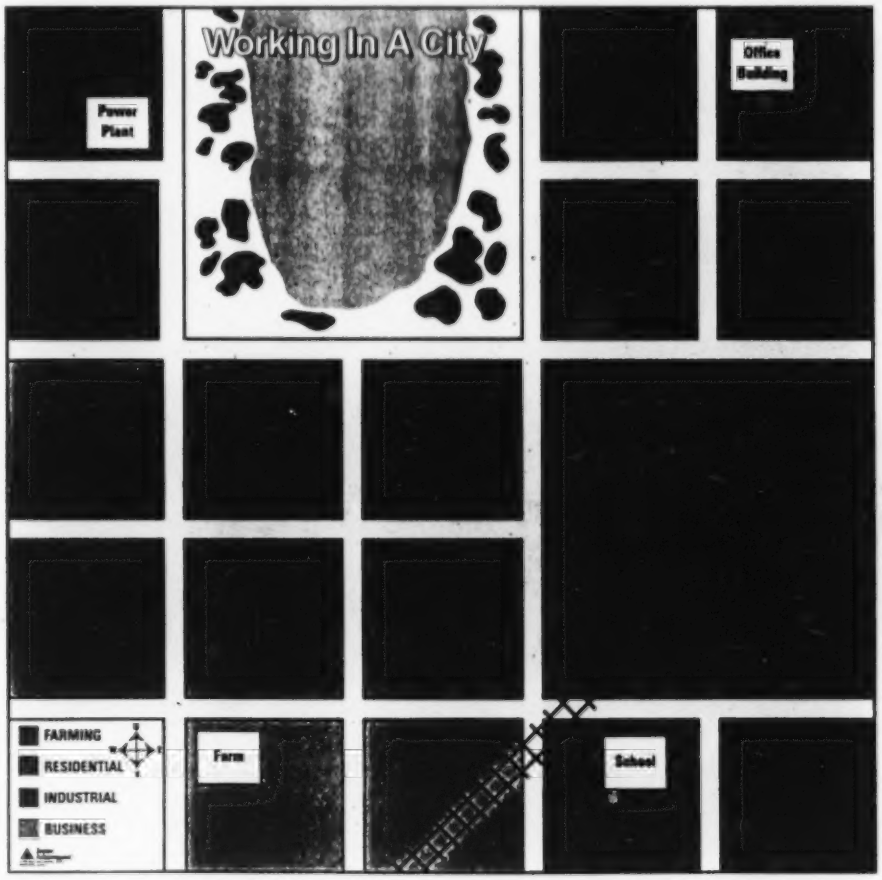
Name: _____

Junior Journal

Our City®

Pretend you are a city planner. Look at the map.

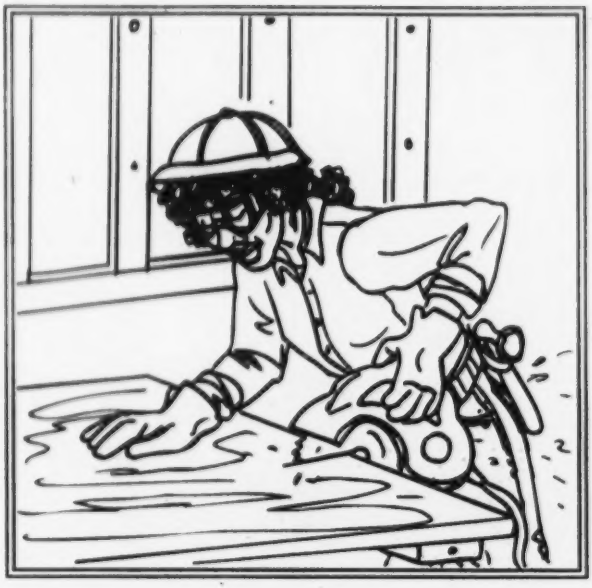
Find a better zone for each building. Write your answers in the blanks.



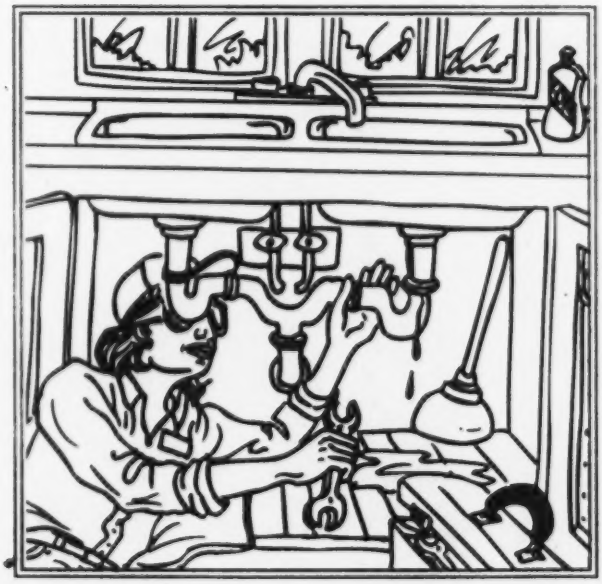
1. A better zone for the power plant might be the _____ zone.
2. A better zone for the school might be the _____ zone.
3. A better zone for the farm might be the _____ zone.
4. A better zone for the office building might be the _____ zone.

Look at each picture.
Circle the name of the worker doing the job.

Electrician Carpenter Plumber Painter



Electrician Carpenter Plumber Painter

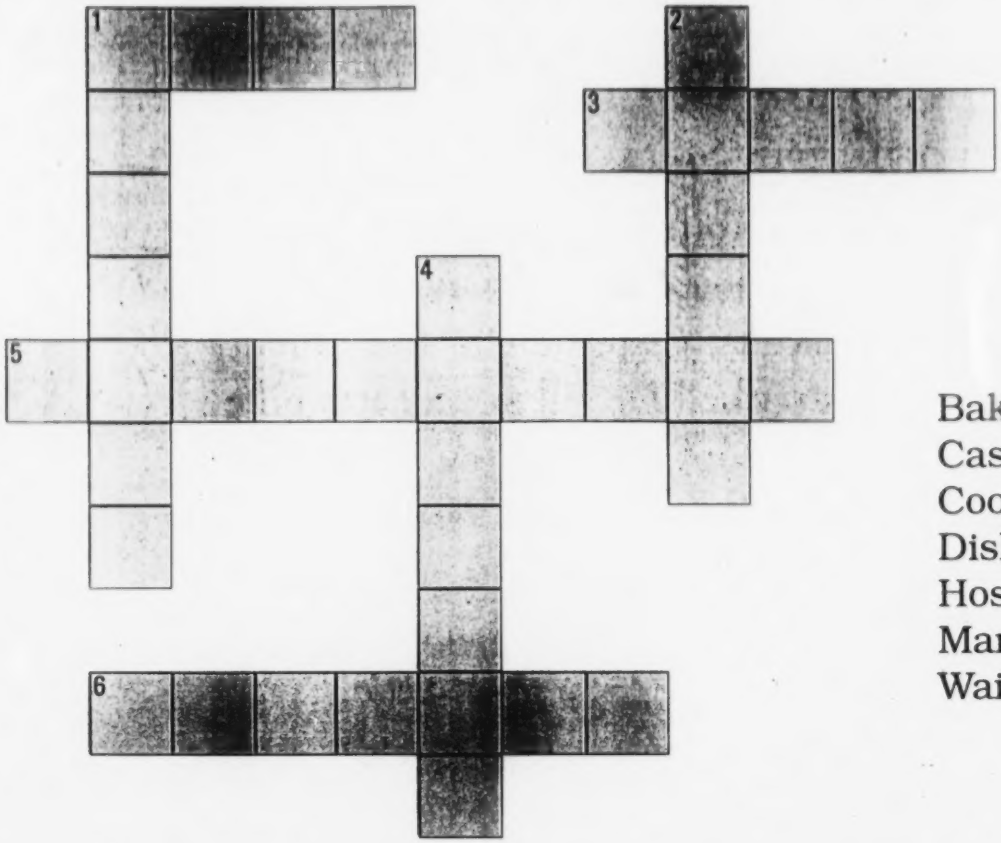


Electrician Carpenter Plumber Painter

Electrician Carpenter Plumber Painter

67

Read the sentences.
Match the sentences to the jobs.
Fill in the spaces to complete the puzzle.



Baker
Cashier
Cook
Dishwasher
Hostess
Manager
Waiter

You are a restaurant owner. Find the workers you will need to help you.

Down

1. The worker who collects the money.
2. The worker who serves the food.
4. The worker who runs the restaurant.

Across

1. The worker who cooks the food.
3. The worker who bakes the cakes and pies.
5. The worker who cleans the plates, glasses, and pots.
6. The worker who greets you at the door.

Read the story.
Answer the questions.

City Will Become Home to Fun Park

OUR CITY – A fun park soon will be built south of the city. Owners of the Fun for Everyone company met with city leaders yesterday to talk about the fun park. "We will need 150 workers from your city," they said. The city's mayor is pleased. She said the fun park will bring jobs to the city. She said children will have a nice place to go to have a good time.

What is coming to town? _____

Who is building it? _____

Where will it be built? _____

Why does the mayor like it? _____

_____

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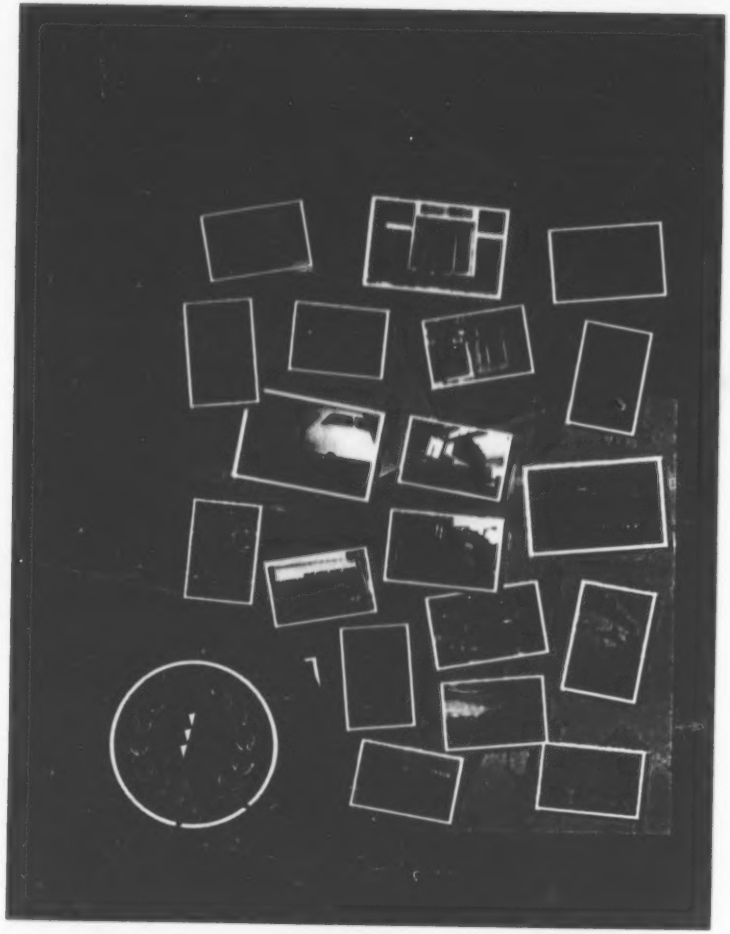
Certificate of Achievement



Name

School

has successfully completed

OUR CITY®

Consultant

Teacher

Date

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